

GENDER AND PARTICIPATION IN NATURAL  
RESOURCE MANAGEMENT

CHEMONICS

ALBANIA PRIVATE FORESTRY DEVELOPMENT PROGRAM

Contract No. EPE-C-00-95-00127-00

by:  
Mari H. Clarke

Submitted to:  
U.S. Agency for International Development

Submitted by:  
Chemonics International Inc.

February 1999  
GENDER AND PARTICIPATION IN NATURAL RESOURCE MANAGEMENT

ALBANIA PRIVATE FORESTRY DEVELOPMENT PROGRAM

## TABLE OF CONTENTS

---

Acronyms	i
Executive Summary	iii
SECTION I INTRODUCTION	1
A. APFDP Goal and Objectives	1
B. Integration of Women in APFDP Activities	1
SECTION II ACTIVITIES INVOLVING RURAL ALBANIAN WOMEN IN DEVELOPMENT	3
A. Non USAID Funded Activities	3
B. USAID-Funded Activities	4
C. Other Donors	5
D. Nongovernmental Organizations	6
SECTION III THE GENDER BASELINE SURVEY	9
A. Objectives and Methodology	9
B. Findings	9
C. Public Awareness of APFDP	11
SECTION IV TRAINING OF STAFF AND COMMUNITY ORGANIZERS	13
A. Methods and Outcomes	13
B. Training Evaluations	14
SECTION V RECOMMENDATIONS FOR INCREASING WOMEN=S INPUT	15
A. Constraints	15
B. Opportunities	15
C. Recommendations for Strengthening Intermediate Results (IRs)	16
D. Program Management	19
E. Recommendations for Monitoring and Evaluation of Women=s Participation	20
ANNEX A PERSONS CONTACTED	A-1
ANNEX B GUIDELINES FOR DATA ANALYSIS	B-1
ANNEX C APFDP WORKSHOP MATERIALS: ORGANIZING COMMUNITIES TO MANAGE FORESTS AND PASTURES	C-1
ANNEX D RESOURCE MATERIALS PROVIDED FOR DE ME TRA NGO	D-1
ANNEX E BIBLIOGRAPHY	E-1

## ACRONYMS

---

APFDP	Albania Private Forestry Development Program
AUT	Agricultural University of Tirana
CRS	Catholic Relief Services
EU	European Union
FAO	Food and Agriculture Organization
GC	Organismo di Comparazion e Documentazione Internazionale
GTZ	German Agency for Technical Cooperation
HPI	Heifer Project International
IFDC	International Fertilizer Development Center
NGO	Nongovernmental organization
NRM	Natural resource management
PRA	Participatory rural appraisal
RASP	Rural Association Support Program
REC	Regional European Center for the Environmental
TOT	Training-of-trainer
UNDP	United Nations Development Programme
VOCA	Volunteers in Cooperative Assistance

## EXECUTIVE SUMMARY

---

Worldwide, women constitute an important segment of the workforce in forest and forest-related activities. They also possess a great deal of knowledge about the use and conservation of natural resources. In many contexts, women are more concerned than men about preserving natural resources for their children's future. However, overall the information on gender roles and natural resource management in Albania is fairly limited, consisting of scattered data on specific districts in agricultural studies.

The technical assistance in gender and participation in natural resource management focused on providing information and recommendations on how to ensure women's input in the Albanian Private Forestry Development Program (APFDP), and training on eliciting participation of women. This work involved the following:

- § Interviews with key personnel in the Ministry of Agriculture, other ministries, other USAID-funded projects, the Agricultural University of Tirana, other donors, and NGOs working in Albania. These entities were interviewed to identify existing data related to gender and natural resource management, and learn about the strategies they used to involve women in their development activities.
- § A baseline survey along with informal interviews and focus group discussions.
- § A workshop on organizing communities for natural resource management, with an emphasis on women's participation.

### A. Baseline Survey Results

The survey was conducted in villages in the rural districts where APFDP is working: Lezhë, Pogradec and Shëngjergji. Overall, 71 percent of the men interviewed were aware of APFDP, in contrast with only 28 percent of the women interviewed. This difference reaffirms the concern of project staff that the project is not reaching enough women. The survey confirmed that women in project areas play important roles in crop, livestock, and dairy production, which impact natural resource management. It also identified aspects of women's economic roles that vary between regions, such as grazing animals and gathering wood. Both men and women work very hard on farms in the project areas. However, most women work much longer hours than men because they also work in the fields and do all household chores. Thus, the primary problem of women is that they are overworked. Women also expressed the need for social activities with other women and opportunities to learn something useful together.

Most community problems identified in the interviews were similar to those which were identified in other recent studies related to farm extension and irrigation in rural areas. Concerns were also expressed about erosion, forest degradation, destruction of local forests by people from other villages, chestnut tree disease, and unclear forest boundaries between villages. None interviewed felt that their livestock and tree care needs had been met by the government or private services available. Most felt that they could not do anything to solve their problems. They were waiting for

the government to take action. A few people suggested that their community needed new kinds of cooperation such as private farmer associations. Opinions about the future of local forests ranged from total destruction to regrowth. Many people stressed the need for a more efficient electrical power supply to reduce wood cutting, rules to protect the forest and guards to enforce the rules. Some suggested that it was necessary to divide the forest by families or *fis* (wider kin group) to protect it.

## **B. Training for Community Organizers**

As part of efforts to increase the participation of women in APFDP=s community-level activities, the program conducted a workshop for staff and their collaborators at the local level, as well as staff from Albanian and international NGOs working on forest and pasture activities at the community level in Albania. The workshop aimed to: 1) exchange experiences on including women in different community activities; 2) identify and practice community leadership skills; 3) conduct a situation analysis; and 4) develop a plan for organizing the community to solve community problems. Participants developed action plans for activities that they plan to carry out in their communities in collaboration with APFDP staff. These activities include willow-grower group organization, goat fodder and care, pig raising, management of forest transfer, agrotourism development, reforestation, association formation, and credit for projects in the community.

## **C. Recommendations**

Recommendations for increasing women=s participation in APFDP are as follows:

### **C1. IR 1: Improved Utilization of Private Forest and Pasture Land**

#### *Livestock groups*

- \$ Integrate livestock group activities with pasture and forest protection
- \$ Develop women=s livestock groups that also address women=s expressed needs
- \$ Actively promote relevant training opportunities for women in livestock
- \$ Address constraints on women=s time through collaboration with other development projects

#### *Mass media campaign to promote land-use practices*

- \$ Ensure that the awareness campaign=s images and messages present a positive image of women as leaders and problem solvers
- \$ Ensure that message design includes women and girls in the target audience
- \$ Explore potential collaboration with other USAID projects and NGOs in designing messages and gaining media access; follow up
- \$ Design and produce instructionally sound, entertaining TV programs and videos that go beyond awareness to how to manage natural resources and increase income
- \$ Organize discussion groups
- \$ Develop printed reference materials and educational materials for teachers to use along with the TV programs

### **C2. IR 2: Increased Decentralization/Sustainable Management of State Forests and Pastures**

#### *Transfer of forests to communities; management of forests*

- \$ Work with village leaders (including veterinarians, nurses, and teachers as well as elders) to

- use participatory rural appraisal (PRA) to increase participation, particularly among women
- \$ Work with women leaders in the community to strengthen their skills to serve as role models and develop skills of other women
- \$ Actively promote women=s participation in forest and pasture management
- \$ Use workshops on community forest transfer as opportunities to stress the importance of involving women in decision making in the implementation process; conduct district- and community-level workshops focused on community organizing skills applied to forest and pasture management, and ensure that women can participate
- \$ Also engage young women and men, who will be the future managers of natural resources

### **C3. IR3: Increased Public and Private Extension Capacity**

#### *Training through AUC*

- \$ Integrate gender issues in forestry into the extension training provided by APFDP
- \$ Assist AUC faculty (in Extension and in Forestry) in integrating gender issues into their curricula
- \$ Facilitate in-country training and/or short-term training for forestry staff on social forestry and forestry economics and policy; include training in gender issues and community organization

#### *Increased capacity of NGOs*

- \$ Assess attention to gender issues and women=s participation; review rural community organization/facilitation skills development in the forthcoming evaluation of Regional Environmental Center (REC) activities
- \$ If necessary, provide gender training-of-trainer and assistance in gender training development for REC
- \$ Explore possibilities for expanding REC activities with youth

#### *Private extension*

- \$ Include private extension officers in local-level community organization training

### **C4. IR4: Increased Number/Expanded Capacity of Small-scale Non-timber Forest Producers**

#### *Market information, affordable inputs and credits*

- \$ Ensure women as well as men receive market information and gain access to credit
- \$ Collaborate with other projects providing business credit
- \$ Provide opportunities for women=s participation in local and international trade shows

#### *Management skills development*

- \$ Reach out to women
- \$ Encourage women to participate in training and study visits
- \$ Adapt activities to fit women=s schedules
- \$ Involve young women and men in business training

#### *Technical assistance*

- \$ Involve women
- \$ Encourage women to participate in training
- \$ Adapt activities to fit women=s schedules

#### *Private grower and processor networks*

- \$ Encourage women growers to join existing networks associations or form their own women=s networks or associations
- \$ Collaborate with other development activities working with rural associations

### **C5. Program Management**

APFDP has shifted from an initial even mix of policy and community action activities to a heavier emphasis on community action (now about 80 percent of project activities). This shift, recommended by the mid-term evaluation team, requires social science analysis and facilitation skills. These skills are critical for successfully working with communities and ensuring women=s increased participation. The following are recommendations for future program management:

#### *Staffing*

- \$ Add an expatriate staff person with expertise and a role in social forestry and experience in addressing gender issues in community forestry and training
- \$ Maintain the gender balance of the staff

#### *Training of staff*

- \$ Build a staff gender-training component into short-term technical assistance activities
- \$ Ask the new social forestry person to conduct in-house social forestry training with an emphasis on women=s participation
- \$ Encourage APFDP staff participation in gender training conducted by other development projects
- \$ Establish a team within the APFDP staff to take the lead on gender issues, monitor progress and serve as a resource for other staff

#### *Training opportunities for counterparts at village and district level*

- \$ Conduct training on community organization and increasing women=s participation in specific activities (willow grower associations, forest management committees, livestock groups)
- \$ Increase technical training opportunities for women at the community level
- \$ Use PRA to increase community participation in project and other activities as well as to manage and monitor them
- \$ Building on the baseline, identify key indicators appropriate for people in the villages to collect and monitor themselves in order to inform their own activities and monitor their impacts

## SECTION I

---

### Introduction

#### A. APFDP Goal and Objectives

The Albania Private Forestry Development Program aims to increase rural household incomes and reverse forest degradation by supporting development of private sector management of private and communal forests and pastures. The APFDP results framework for Albania guides and structures the implementation of the program through four intermediate results:

- \$ Improved utilization of private forest and pasture land
- \$ Increased decentralization and sustainable management of state forests and pastures
- \$ Increased private and public extension capacity
- \$ Increased number/expanded capacity of small-scale silvo-pastoral enterprises

#### B. Integration of Women in APFDP Activities

The mid-term evaluation of APFDP, conducted in the fall of 1997, noted that the program has encountered problems in getting women=s participation in program activities. A likely contributor to these problems is *lack of integration of gender issues into the original project design*.

Incorporating gender issues and involvement of women after a project has been designed is always more difficult. The database on USAID project training participation showed that between March 1996 and March 1998, APFDP had trained 1,475 men and 361 women. Given the important roles played by women in animal husbandry and agriculture, this suggests that important opportunities for strengthening project outcomes and sustainability were missed.

Targeted, relevant training for women will be important in areas such as animal care, breeding and appropriate fodder crops.

And similarly, until recently the members of the livestock improvement groups, formed through the Heifer Project International (HPI) component, have been almost exclusively men, even though in Lezhë women are the ones who provide primary care for pigs and other livestock. Women=s names were included along with their husband=s on the certificates of participation in the livestock groups, but men attended the meetings and received the training.

The participatory rural appraisal process has worked primarily through male village elders and male heads of households. Until recently, the local people participating on the PRA teams have all been men. PRA documentation indicates that few women were interviewed. Women=s lack of involvement was apparent in a meeting with villagers in Lezhë about the community forest transfer management plan, which significantly impacts women herding livestock and gathering wood. During the meeting, one woman complained to the village leader that she regularly saw him in church but he had never shared the information about the plan.



APFDP's outreach to women is increasing through the project's leadership and other members of the program team. At the encouragement of the community development specialist, and as a result of work planning during the community organization workshop, women in Lezhë are beginning to join the livestock groups and are expressing interest in creating women's groups for specific initiatives such as establishing a bakery. Initial discussions with the director of the Land O=Lakes dairy improvement campaign and an Italian-Albanian NGO partnership suggested great potential for collaboration with APFDP.

The PRA teams and management group for developing the management plan for community forest transfer in Krajn will include a woman forest technician so that an effort will be made to reach out to women. In the willow growers and processors network, women have great potential to play leadership roles. Women currently participating as willow growers are highly respected in their community. One of the owners of a willow-processing facility is a woman, and two women participated in the May 1998 training visit to willow growers and processors in Hungary. Agrotourism in Tushemisht and Shkodra is another area where women can potentially play key roles.

In 1997 APFDP had a consultant conduct a literature review on the role of women in managing natural resources, and address gender and other socioeconomic issues in the participatory rural appraisal of silvo-pastoral management systems in Shengjergji. The consultant brought this experience to the APFDP workshop on community organization, which she facilitated in June (see Annex C). For the 1998 APFDP work plan, gender issues were included in the performance monitoring and reporting system matrix.

The presence of strong women leaders on the APFDP staff is a great asset in involving Albanian women in project activities. Women on the APFDP staff provide role models for village women, and their presence creates a more culturally appropriate environment for women to join public meetings. When the male HPI project leader convened a meeting, only men gathered. When female staff convened a meeting, both women and men attended. In the community organization workshop, women from Lezhë complained that they were the ones caring for the pigs yet their husbands were invited to attend the meeting and training sessions. In the women's view, this was not efficient. It is important that the project leadership and the other men on the staff recognize that women play key roles related to natural resource management, and that their participation is important.

## SECTION II

---

### Activities Involving Rural Albanian Women in Development

Interviews were conducted with personnel of key organizations to identify existing data on gender and natural resource management, and to learn about strategies they use to involve women in their development activities. Staff members interviewed were from the Ministry of Agriculture and other government ministries, other USAID-funded projects, the Agricultural University of Tirana, other donors, and NGOs working in Albania (see Annex A). Annex E presents documents referenced.

#### A. Non-USAID Funded Activities

*Government of Albania and the EU.* The Ministry of Agriculture and Food (MOAF), Agricultural University of Tirana (AUT), and the European Union funded a pilot project on agricultural extension in four districts (Shkodra, Lezhë, Elbasan and Vlorë). To date, it has been expanded to three regions consisting of six districts each. In the current phase, funded by the Netherlands, half of the extension resources (\$500 per district) are focused on women. Under the pilot, gender analysis training was conducted in March, rapid rural appraisal training in June, and gender problems training in July for extension managers, ministry staff and chiefs of extension. The approach taken was to train the central ministry and field extension staff so that they can train others. Although APFDP staff members were invited to the gender training sessions, they were too busy with other work to attend. Also, in 1998 a Dutch consultant conducted a rapid appraisal study of women and extension, and a report on it should be available soon.

Also, to help develop an efficient extension service, the Netherlands is funding work by Dutch consultants to prepare an agricultural extension curriculum for extension officers for AUT. A copy of the curriculum, in Albanian, was shared with the APFDP Office. The Dutch consultant has coordinated with the APFDP extension coordinator and is eager to continue collaboration and coordination with the program.

*GTZ (German Agency for Technical Cooperation).* At the request of the Ministry of Agriculture, GTZ funded a gender-specific rapid appraisal and problem analysis on the situation of women in Korçë and Kruja. One of the GTZ rapid appraisal researchers participated on the APFDP gender and natural resources baseline team and brought valuable insights. GTZ is also working with AUT, providing a consultant to help in restructuring and curriculum development in forest policy. The approach taken views social analysis as part of forest policy, and there is great interest to collaborate with the social forestry staff person to be hired by APFDP. GTZ will also provide Asandwich® programs that provide three months of laboratory-based training in Germany. The GTZ consultant observed that there is a great need to involve more women in the forestry program at AUT to develop leaders for women in rural areas. Although 60 percent of the students are women, only 10 percent are pursuing degrees in forestry. Next year GTZ and AUT are planning to jointly implement socio-empirical studies in forestry.

*World Bank.* In December 1995 the World Bank's Irrigation Rehabilitation project funded an

informal survey for Laç, Tirana and Lushnjë to gain insight into the present and potential role of women in irrigation and irrigated agriculture. The survey, carried out by a Dutch consultant, sought to gather information in order to design a women-in-development component of the project. The survey provided valuable information on the gender division of labor and the problems faced by rural women.

*Ministry of Labor and Social Welfare.* The Office of Women and the Family assists the ministry to help women in need, including unemployed women, women needing skills training, and women with aged parents and orphans. In 1994, in preparation for the 1995 United Nations World Conference on Women in Beijing, a women=s network was established with point persons in all ministries directed to collect data on women. However, the network ended after the conference. In the view of the staff person interviewed, given limited government resources (both money and staff), NGOs offer valuable resources for work with women at the komuna level.

## **B. USAID-Funded Activities**

*The Land O=Lakes Dairy Improvement Campaign.* Begun in 1993, the campaign aims to help rural women learn to improve the health of cows and increase income by enhancing the quality and quantity of milk produced. Within 18 months, the campaign had helped 3,800 women form groups in Tirana, Korçë, Lushnjë, Kuçovë and Shkodra, and provided training to the groups. The project expanded to include dairy breeding, forage production and association development. It also fostered the development of small rural businesses such as processing plants and milk collection points, and the formation of cooperatives, credit unions and associations to support women=s issues and dairy producers in Albania. Additional efforts will focus on income sources for rural women through microenterprises such as greenhouses, rabbit production and calf complexes. Over the past year, Afast-track@ training was provided to men and women.

To date, Land O=Lakes has helped form three NGOs:

- § The Law and Women=s Rights Association, founded by rural women, conducts seminars for women in rural areas on topics such as land ownership rights and health.
- § An artificial insemination association was formed by 20 women participating in the Dairy Improvement Campaign.
- § The National Association of Dairy Businesses now has 14 regional branches that work locally to solve problems such as inefficient collection and distribution systems. At the national legislative level, the association will also lobby for dairy interests and standards.

Land O=Lakes collaborated on a pilot project to form credit unions that was funded by the EU and carried out by Catholic Relief Services and the Irish League of Credit Unions. It has also collaborated with other donors: Food and Agriculture Organization, SOROS, SNV, Mercy International, Eastern European Partnership, GTZ, United Nations Development Programme and the Albanian Development Fund. During the technical assistance in gender and participation, the APFDP community organization specialist discussed possible collaboration with the Land O=Lakes project director.

In a recent retreat, Land O=Lakes staff concluded that a key contributor to the project=s success has been women=s willingness to form groups. With the break up of the cooperative system,

women have had no way to get together and have felt socially isolated. As a result, there is generally 100-percent turnout at Land O=Lakes meetings. In addition, women have more trust in each other than men have in other men. Participation in the dairy group and skills learned have increased women=s status in the community and in their own families because they can help other families address dairy problems. This has increased the confidence of the women and their willingness to speak out in public discussions or meetings with visitors from other development organizations.

*Volunteers in Cooperative Assistance (VOCA).* VOCA helped form the National Albanian Farmers Union, and most of its work has been with men, who have received most of the training and technical assistance. It is interested in working with women farmers and welcomes ideas about specific topics of interest to women farmers. To date, it has initiated a 4-H program for youth divided into girls= and boys= sections. VOCA noted that four or five years ago farmers did not want to work together in associations but that is now changing. Farmers are recognizing that the government is not going to provide the services they need. In addition, they have more understanding of how associations operate in democratic societies in contrast with their cooperative experience under the communist system. VOCA=s approach has been to identify strategies to get people to work together, provide intensive training, and follow up on the development of the organization. It feels good leaders and shared problems have been keys to successful associations.

*The Land Tenure Center.* The center studied the impact of land privatization on rural women=s property rights, and this work sparked the formation of the Law and Women=s Rights Association in collaboration with Land O=Lakes. Additional legal research is being conducted on land privatization.

*International Fertilizer Development Center.* IFDC has tasked a staff person to address women=s issues and social problems within its project activities, including its efforts with the Agricultural Fertilizer Dealers Association. No women are involved in the association, even though women use the fertilizer and seeds distributed. Tentative plans include work with women leaders and on access to credit for women.

*ORT NGO Network.* This network provides grants to support NGO activities and is developing the capacity of a Tirana-based NGO to serve the technical assistance needs now being filled by expatriates. Network members are primarily environmental NGOs. They also work with the Albanian Youth Council made up of 40 youth NGOs aiming to get young people involved in volunteer work. Radio stations have approached them about networking with NGOs. NGOs can apply for grants in policy formation and implementation, which can be useful for NGOs collaborating with APFDP on community forest transfer and other natural resource issues.

### **C. Other Donors**

*The World Bank Forestry project.* This project on transferring state forest management at the komuna level has no strategy for involving women or addressing the social aspects of forestry. The assistance from the Food and Agriculture Organization has dealt solely with technical issues. However, the new project director felt that social forestry was an important area that should be developed, and expressed an interest in collaboration with APFDP. A woman forester was hired to play an outreach role in Elbasan in the hope that she would reach women. The project director arranged for her travel to Tirana to meet with the APFDP extension coordinator and community

development specialist about possible collaboration.

*United Nations Development Programme.* A project for rural women in Albania that the UNDP will sponsor is now in the design stage. The project, to be funded by the Italian government, is expected to emphasize access to credit and small business development for women.

*SNV.* The Netherlands Development Organization conducted a survey on women and business in five regions (Tirana, Vlorë, Pogradec, Fiere and Peskopi) and conducted business training for women that included agroprocessing. The focus has been largely on towns and cities because that is where women entrepreneurs are establishing businesses. The APFDP small business consultant has attended these training sessions and is coordinating closely with SNV. A credit component of the project has been stalled due to the lack of appropriate financial institutions in Albania. Previously, SNV had funded an agrotourism project in which women played important roles, but terminated the activity due to lack of security.

SNV is also planning to implement a program for rural women in Peskopi in collaboration with Land O=Lakes. It will support the horticulture component and Land O=Lakes will support the dairy component. SNV plans to conduct a study of protection of the environment in Fiere, Tirana, and Debra. In Debra SNV may carry out a forestry program along with fruit-tree production; in Fiere the focus is agricultural production. SNV also helped form water users= associations and a women=s NGO. However, the water users= association has not been successful.

In SNV=s experience, voluntarism is missing and cooperation is problematic because people do not trust each other. Further, it has been particularly difficult to get people to work together in rural areas. Seeing a general lack of knowledge about how to form organizations, SNV has tackled this problem by approaching groups of people already working together. In this work, it has found that there must be a common interest in working together and sharing inputs.

*GTZ.* The German Agency for Technical Cooperation is conducting a large project to promote and support business women in Albania. It organized a roundtable with women=s business associations to get a picture of women=s participation in business, their needs and what types of assistance will be most useful. After the roundtable, it prepared a plan to respond to those needs expressed and prepared training based on German modules for training businesswomen. Further, two trainers from Germany conducted a training-of-trainers for small businesswomen. To identify women to participate in the training, the trainers contacted chamber of commerce branches, business fairs, and offices of the Ministry of Labor throughout the country.

In addition, GTZ has support surveys carried out by the business women=s associations on women=s participation and needs in business. For example, it supported the Business and Professional Women=s Association study of women in business. The project is offering support for activities in seven districts in Albania through regional business agencies in Shkodra, Elbasan, Korçë, Kruja, Gërkast, Vlorë, and Tirana. Of the businesses supported, 60 percent of the businesses supported are service-oriented, and 30 percent are production-oriented businesses such as clothing and confection makers. Although the project does not work with farmers, it assists agroprocessing activities such as dairy production.

*The Open Society Foundation (SOROS).* This foundation is supporting the Albania Education Development project. The project=s community development component, implemented by

Catholic Relief Services, provides grants to serve school needs including environmental improvement activities in Puke, Peskopë, Korçë, Gërkastë and Shkodër. The foundation is planning to launch an environmental education project and is interested in collaborating with APFDP, particularly in outreach activities.

#### **D. Nongovernmental Organizations**

*OXFAM.* From an office in Shkodër, OXFAM has been working in rural communities in northern Albania. Recently, it opened a Tirana office as well. OXFAM just completed a strategy for integrating women into project activities, which has been shared with the APFDP office. OXFAM is interested in exploring possible collaboration with APFDP in its Shkodër work. Due to traditions in the north, women do not participate in meetings. One of the approaches taken to reach women in this region has been to send a woman doctor to visit villages to check health status and talk with women and children about their needs. OXFAM plans to conduct a participatory rural appraisal in six more communities, working with village councils. It intends to include at least one woman teacher, nurse, or midwife on the PRA teams.

*Regional European Center for the Environment (REC).* APFDP has assisted REC to improve the organizational capacity of environmental NGOs in Albania, and provide natural resource extension services to project beneficiaries through indigenous environmental NGOs. REC staff and one of the NGOs working with it participated in the workshop for community organizers. REC is based in Budapest with local offices in Albania and other countries in the region. REC provides grants, training and information to environmental NGOs. The Tirana office has a database of environmental specialists. REC has found that many women in Albania are interested in the environment, and the women participating in its training sessions provide good ideas. It is currently working with two university-student environmental groups: Rubini in Elbasan and Perla in Korçë. The leader of Perla is a woman. The chair of the geographical association in Shkodër, who is a woman, is also concerned about the environment.

*GC (Organismo di Comparazion e Documentazione Internazionale) and Albanian Foundation for Training.* GC, an NGO based in Bologna, Italy, has been funded by the Italian Department of Social Affairs to work with women in Albania. GC is collaborating with the Albanian Foundation for Training, which was established three years ago in Shkodër where it worked with the Department of Agriculture. To date, GC has assisted villages with agroprocessing and dairy production as well as small businesses, but now wants to transfer its experience to Lezhë, probably in Blinisht. It is interested in Lezhë because the district has serious problems with agricultural activities and, to the best of its knowledge, the situation of women has not been addressed. GC and the Albanian Foundation for Training are interested in collaborating with APFDP, and have explored ideas in a meeting with the APFDP community organization specialist and the extension coordinator.

There are nine Italian NGO programs for rural women in Albania. They are working with women because women work on social issues in a positive way. The NGOs are trying to extend rural women's social networks and, for some activities, are combining technical assistance with economic support such as revolving funds for loans.

*RASP (Rural Association Support Program).* RASP administers programs that assist establishing and building the capacity of rural associations. It targets democratic, non-trader, producer associations that provide services to their members. Support includes transfer of know-how

adapted to the Albanian context and preparing proposals for support from donor agencies. RASP is currently working with associations for beekeeping, flowers, livestock, organic agriculture, seeds, and agrotourism. Previously, it supported a tourism association in Vlorë, Sarande and Gjirokastra, but the association collapsed with the civil unrest after the fall of the pyramid schemes.

In general, RASP staff have found that the more remote the area, the more difficulty involving women. In Korçë, however, there is more acceptance of women's participation in meetings. RASP has also found that level of education, especially that of men, is also a factor in women's access to participation in meetings. RASP conducted a survey with the members of the beekeepers' association because women (sisters and wives) were doing most of the work with the bees but men, not women, attended the meetings and received training. The male members recommended working separately with the women because they did not consider it appropriate for their wives to attend meetings with men. In the future, a female consultant will be appointed to work with the women beekeepers. Of note, the cattle breeders have a sub-association of women who handle artificial insemination.

The director of RASP noted that funding agencies want to see the involvement of women in development activities. Because of this, he is collaborating with Land O=Lakes, working with their women's groups. The Organic Agriculture Association includes many women who are university professors and government workers. The fact that women are on the board of the organization enables them to draw in other women. There are now four women on the board. There are four women on the seed association board as well. RASP has found that the best associations are single-product associations, and that it is difficult to form mixed-product associations.

## SECTION III

---

### The Gender Baseline Survey

#### A. Objectives and Methodology

The survey aimed to identify ways that the APFDP can increase participation of families, particularly women, in project activities in three of the six areas where the project is working, Lezhë, Pogradec and Shëngjergji. To gain a better understanding of how to increase women=s participation, a survey was conducted by six Albanian researchers from the Agricultural University of Tirana, under the technical guidance of the gender and participation consultant. The aim was to learn more about women=s and men=s work in farm families in the houses, fields, pastures and forest; their cooperation with other families; views about community activities, community services and problems; and their hopes for the future. Informal interview techniques, along with existing PRA data collected by APFDP staff, were used to complement the survey data. For details on research design, research staff training, and data analysis, see the report AGender and Participation in Natural Resources Baseline Survey.@

#### B. Findings

*Women=s work.* Worldwide, women constitute an important segment of the workforce in forest and forest-related activities. They work in tree nurseries, harvesting, processing, and the sale of wood and non-timber forest products. They oversee grazing of various animals in forest and pasture. They carry out essential tasks in agricultural production and marketing that affect natural resources, and possess extensive knowledge about the use and conservation of natural resources. In many contexts, women are more concerned than men about preserving natural resources for their children=s future. Also distinguishing women from men is that, in many places, women=s work is unrecognized and undervalued in economic terms.

The information on gender roles and natural resource management in Albania is fairly limited, primarily consisting of bits and pieces of data reported within agricultural studies of specific regions prepared for the Ministry of Agriculture, and reports on the status of rural women prepared for the Fourth World Conference on Women and national follow-up activities. These studies indicate that, within farm households in Albania, women and men work together in the fields, stables and agroprocessing production. In households with several generations living together, there is an age division of labor. Older women care for the cows and manage household work, while younger women carry out heavier chores such as work in the fields, cleaning, and laundry as well as child care. The gender and age division of labor in specific tasks and subtasks varies between regions, villages and even households in the same village.

In general, men are more involved in any mechanization available (tractors, irrigation systems, etc.) and maintain the links outside the farm such as input purchases and marketing. In some districts, both women and men do marketing but men are more likely to sell larger amounts farther way, while women sell small amounts nearby. Also, although the husband generally does the marketing, the wife often keeps track of the money.



Similar to findings in other studies of rural women, in the regions where APFDP is working, women play important roles in crop, livestock, and dairy production that involve natural resource management. Rural women's economic roles vary significantly between regions. For example, in Lezhë women play a major role in grazing the animals; in Pogradec they are less involved in grazing the animals though they participate in other aspects of livestock care (cleaning stalls, milking, marketing milk and cheese). In both areas, women make nearly all the cheese.

In general, women work much longer hours than men because they work in the fields and do all of the housework, cooking, baking bread, laundry, and cleaning as well as child care. Most women start their working day earlier and end it later than men. Women have little time to rest significantly less than men. The primary problem of women is that they are overworked. Migration of men to earn money abroad has increased their work load. Women also expressed the need for social activities with other women & opportunities to talk with other women and together learn something useful.

*Community problems.* Most community problems identified in the interviews were similar to those identified in other recent studies related to farm extension and irrigation in rural areas. In addition, concerns were expressed about erosion, forest degradation and chestnut-tree diseases. These concerns varied with the local ecology, traditions and economies of the villages.

When asked about the problems faced by the village as a whole, many responses were similar to those identified in studies elsewhere in Albania, and others focused on specific environmental concerns. In all the villages, people noted the high cost of inputs for crops and livestock and poor market opportunities. The most common responses included:

- \$ Unclear boundaries between villages prevent protecting forest and pasture
- \$ People from other villages and towns destroying the local forest & cutting trees near village for sale elsewhere
- \$ Flooding and drainage problems
- \$ Irrigation systems not functional
- \$ Pollution of Lake Ohrid
- \$ Erosion of land
- \$ Land ownership (former owners claiming land assigned by the state to others)
- \$ Too little arable land per family; scarce land for new families
- \$ Low access to electricity
- \$ Poor telecommunications
- \$ Poor condition of roads and bridges
- \$ Poor quality seeds
- \$ Minimal mechanization of agriculture.
- \$ Lack of veterinary services
- \$ Lack of local processing facilities for vegetables
- \$ Lack of local milk processing facilities
- \$ Need for additional employment because the available land cannot support everyone
- \$ Migration of young people
- \$ Education of children & schools are far away and provide poor services
- \$ Health services in poor condition
- \$ Public order and safety

*Government and private support.* The survey asked farmers if they had access to government and/or private services supporting their livestock and tree planting. Most people listed private, for-fee services and indicated that they had little or no access to government-provided services. The only government services noted were vaccinations for animals. None of the respondents felt that their livestock and tree care needs had been met by the services available. Some of the service needs identified included advice and financial support from the komuna or state on: livestock and poultry vaccinations, improved animal breeding, pesticides and fertilizer, chestnut- and fruit-tree care, improved marketing, and a forest guard.

*Community action.* Most people interviewed felt that they could do nothing to solve the problems in their communities. They were waiting for the state to solve the problems (or the Lord to provide for them). Most appeared to lack an understanding of the distinction between 1) services provided *to* families by the state or komuna, and 2) community activities carried out *by* families or individuals from families to deal with problems. Discussions at the workshop on community organization suggest that there is a widespread lack of understanding of the concept of Acommunity@ as it operates in a democratic society, as distinguished from the cooperatives under the Albanian communist system.

A few people were beginning to recognize that they needed to do something themselves to solve their problems because the government was not going to resolve them. They suggested that their community needed new kinds of cooperation such as creating private farmer associations, planting trees to prevent erosion, cleaning blocked irrigation channels, and setting up a guard to protect forests and pastures.

In all regions, people already cooperate with relatives and neighbors for farm work, and loan money and animals; occasionally they seek advice from local experts such as veterinarians and agronomists. Most often the person from the family seeking cooperation or advice is a man. A few people said it was too soon for people to work together in community activities. For example, a herder in one community said he had high-quality milk and did not want to cooperate with others in milk marketing who had lower-quality milk. However, a few people said they did want to cooperate with other families.

*Hopes for the future.* Most people had hopes for their children and their family economy. Most households wanted a better life for their children through education, jobs outside of agriculture, legal migration, and/or marriage in wealthy families. They also wanted their children to contribute money and goods to the family in the village. Hopes for improvement of the family economy included new or remodeled houses, appliances such as refrigerators and washing machines, new furniture, mechanized agriculture, and increased income. In Tushemisht (in Pogradec), some families talked about the development of agrotourism. In all regions, most people expected the village economy to be better in the future. Many said that money from migration would improve living conditions. Some stressed solving problems such as irrigation and flooding.

There was a wide range of opinions about the future of the forests, from total destruction to regrowth. Many people stressed the need for a more efficient electrical power supply to reduce wood cutting, rules to protect the forest, and guards to enforce the rules. Some also suggested the need for controlled grazing. Others suggested that it was necessary to divide the forest by families or *fis* (wider kin group) to protect it.

### **C. Public Awareness of APFDP**

The survey asked whether household members had heard about APFDP activities and what they had heard. Overall, 71 percent of the men interviewed were aware of the project, compared with only 28 percent of the women interviewed. More women and men were aware of the APFDP in Lezhë than in other locations. The gender difference in project awareness reaffirms the concern of project staff that the project is not reaching enough women. The community approach taken in Lezhë appears to be reaching more women. The role models provided by the APFDP female livestock group organizer and female extension specialist working in the area are also important. The survey explored the extent to which women and men used television, radio and print media, as APFDP is pursuing a media campaign to promote natural resource management. Men seem to have more leisure to watch television, but nevertheless women watch an hour or more of television each day. Use of the radio and print media was significantly lower in all regions. Given the hours spent watching television each week, this medium offers a great deal of potential for motivating the public to care about natural resource management. However, due to women's heavy work burden, they have significantly less viewing time than men. Targeting the times when women watch television would benefit programs aiming to encourage women's participation in natural resource management, and indicate the best time to reach women as well as men with programs on natural resource management and marketing of non-timber forest products. Since the viewing time is limited, these educational programs must be entertaining to compete with other channel selections. For more details of the research findings and the documents consulted, see the report *AGender and Participation in Natural Resources Baseline Survey*.@

## SECTION IV

---

### Training of Staff and Community Organizers

The APFDP conducted a workshop for staff and their collaborators at the local level, as well as staff from Albanian and international NGOs working on forest and pasture activities at the community level in Albania. Part of efforts to increase women=s participation in the project=s community-level activities, the workshop focused on broader issues than women=s participation in natural resource management because a gender approach examines both women=s and men=s role within their social, economic, and cultural contexts. In Albania, it is important to approach women=s participation in community activities from the perspective of the family or *fis*.

The workshop=s key objectives, developed based on a training needs assessment and findings from the baseline survey on gender and forestry, were to:

- \$ Exchange experiences on including women in different community activities
- \$ Identify and practice community leadership skills
- \$ Conduct a situation analysis
- \$ Develop a plan for organizing the community to solve community problems

#### A. Methods and Outcomes

The NGO DeMeTra conducted the workshop in Albanian, with assistance from three group leaders who had participated in the gender baseline survey and its analysis. Methods used in the workshop included brainstorming, case studies, small group work and presentation, large group discussion, brief lectures and handouts.

Workshop attendees actively participated in discussions, particularly in the small group working sessions. Although not originally part of the workshop agenda, the meaning of the concept Acommunity@ was raised by the participants and discussed at great length, with them trying to sort out the relationship of community to the government and individual families. This discussion made clear that explaining this concept is an important first step in working with villagers to solve natural resource problems at the local level. Participants also had a lively discussion and debate on the roles that women could play in solving community problems, which highlighted the regional differences in women=s roles. The constraining influence of the *kanun*<sup>1</sup> on women=s roles and opportunities, particularly in the north, was noted several times.

---

<sup>1</sup> The *kanun* is a set of clan-based laws of self-regulation. Formalized as customary law in the 1400s, the *kanun* provided a framework for managing local power relations based on local moral values. This covered areas such as access to resources and irrigation facilities and land as well as measures for conflict resolution and crime prevention through blood feuding. Under the *kanun*, women lacked a voice in society. Marriages were arranged between male heads of households. A woman passed from the controlling hand of her father to live under the command of her husband and father-in-law. Only as a woman bore sons and grew older did she gain authority over the other younger women as manager of household activities.

As a result of the workshop, some of the NGO and other participants developed plans to work together. For example, the Regional European Center for the Environment added the participant from Shkodra to its network. Land =O Lakes also talked with the Shkodra participant about assisting him, and he invited the Lezhë women=s livestock group to visit to see how women raised pigs in Shkodra. The Albanian Rural Development Fund was not working in Lezhë, but its representative indicated that assistance there would be considered if there was a demand.

After the workshop, participants developed action plans for activities in their communities, in collaboration with APFDP staff. Planned activities include: willow-grower group organization (Pogradec), goat fodder and care (Lezhë), pig raising (Lezhë), management of forest transfer (Lezhë), agrotourism development (Pogradec), reforestation (Lezhë), association formation and credit for projects in the community (Lezhë). See Annex C for the action plans and a detailed description of the workshop agenda, methods and discussions.

## **B. Training Evaluations**

Overall, participants= evaluations of the workshop were very positive: A good level, @ A rich content, @ A clear presentations, @ A effective methods, @ A good facilitation, @ A ample opportunity to express opinions, @ A good atmosphere. @ Suggestions for future workshops included: A longer training, @ A ongoing training, @ A conduct workshops in regions and communities, @ A improved collaboration between organizations, @ A additional written resource materials. @

Participants cited the following as most the important things learned: A what is a community, @ A role of women in the community, @ A ways to include women, @ A role of a leader, @ A situation analysis, @ A preparing work plans, @ A working in groups. @

To put these concepts into practice, however, participants said they were hampered by the following constraints:

- \$ A Lack of funds @
- \$ A Women are too busy with daily work @
- \$ A The kanun in northern Albania makes it difficult for women to participate in society @
- \$ A The old mentality exists in the north where women carry the heaviest economic burden but men represent the family @
- \$ A Mentality of the community @
- \$ A Difficult to get women and men to discuss certain problems with each other @
- \$ A Difficult to defend the protected land @
- \$ A There is a lot to do to pass from papers into practice @

See Annex C for more details.

## SECTION V

---

### Recommendations for Increasing Women=s Input

#### A. Constraints

Clearly, women play very important roles in the interface between agriculture and natural resource management in the communities where APFDP is working. They herd animals, collect wood, use wood in making bread, collect herbs and other non-forest products, and show an interest in preserving the environment. It is important to approach the increased participation of women in terms of the family household and the *fis*. Because men play the role of official spokesmen for families, and hold the decision-making positions in local government as village elders, few women have been consulted in past rapid rural appraisals and community forest transfer negotiations. This is changing with the increased activity by the community development specialist, the small enterprise specialist and the training and extension specialist C all women C who provide role models for women in the community, and create a non-threatening environment for them to meet, express their views, share knowledge, and learn new skills.

The major constraint on women=s participation in APFDP activities is their heavy labor burden and the limited time they have available. Great care must be taken to ensure that participation in the APFDP is not simply an added burden for women. Women need to gain benefits as well. Collaborative activities with other projects with the goal of reducing women=s labor burden would free time for women to participate more actively in protecting forests and pastures. Hopefully APFDP collaboration with projects such as those of GC (an Italian NGO), Volunteers in Cooperative Assistance, and Land O= Lakes can assist women make contacts that enable them to reduce their workloads (e.g., bakery access, water supply, more efficient dairy techniques).

In northern Albania, the philosophy of the *kanun* appears to be another major constraint to women=s participation in development efforts in general. This needs to be explored and fully understood in the context of what appears to be changing interpretations of the *kanun* to support more capitalistic, individual profit-oriented activities.

The lack of understanding of Acommunity@ action is also a constraint because some people associate community activity with communist-organized cooperative activity and reject it. This notion of people working together to address problems themselves and to present issues to the government is very important for the success of the forestry transfer and livestock group components.

#### B. Opportunities

Women expressed a strong interest in more social interaction with other women, particularly in a context of learning skills to improve the situation of their families. Privatization has isolated women, and many seek to reconnect socially with other women. Women=s eagerness to come together in groups, which has been instrumental to the success of the Land O= Lakes

project to improve dairy quality, could also contribute to the success and sustainability of APFDP activities. Furthermore, women may be more effective change agents than men in community activities to protect forest resources because they are less engaged in the political gamesmanship and more concerned about the well-being of the family and the future of natural resources for their children. Helping women organize into effective livestock and other groups would respond to their needs and support APFDP intermediate results.

Even though women are overburdened with work, most find nearly an hour a day to watch television. This means that television offers an excellent medium for motivation and education of women and their families in forest and pasture protection, livestock care and marketing non-timber forest products. It also provides an opportunity to influence the youth to care about their environment. Social forestry activities for girls and boys are important to engage them and develop their skills and knowledge so that they become future leaders. Collaboration with the Youth Council and environmental NGOs, such as the current support for REC, could contribute toward these ends.

Local women leaders also provide important opportunities to serve as role models and organizers for other village women who may want to form groups for social interaction, skill-building and addressing forest-related issues. Training about organizing groups and environmental issues would contribute significantly.

While in some settings it may be necessary to begin working with women=s groups to engage women, it is also important to work with local men to help them recognize the contributions that women can make to community activities and the value of taking into account women=s knowledge and perspectives. Collaboration with Land O= Lakes could be helpful to draw on that project=s experiences.

### **C. Recommendations for Strengthening Intermediate Results (IRs)**

To facilitate their use in APFDP strategic planning and future programming, the following recommendations for increasing women=s input are organized according to the APFDP=s intermediate results.

#### **C1. IR 1: Improved Utilization of Private Forest and Pasture Land**

##### *Livestock*

- § Integrate livestock group activities with pasture and forest protection.
- § Develop women=s livestock groups that also address women=s expressed needs in areas such as milk quality and marketing in coordination with Land O Lakes, VOCA, GC and RASP.
- § Actively promote relevant training opportunities for women in livestock.
- § Actively recruit participation of women in existing livestock groups in Lezhë, using rationale of baseline study showing high participation of women in all aspects of

livestock care.

- § Address constraints on women=s time and other expressed needs through collaboration with other development projects, such as GC, that are working with rural women=s groups.



### *Mass media campaign to promote land-use practices*

- § Ensure that the images and messages present a positive image of women as leaders and problem solvers.
- § Ensure that message design includes women and girls in the target audience.
- § Explore potential collaboration with other USAID projects and NGOs in designing messages and gaining media access; follow up. For example, the Land O= Lakes project network could provide a good test audience for messages to be broadcast nationally.
- § Collaborate with other environmental projects, NGOs and educational projects with environmental components to design and produce instructionally sound, entertaining TV programs and videos that go beyond awareness to how to manage natural resources and increase incomes.
- § Organize discussion groups around the TV programs in Pogradec and Lezhë. Develop supplemental print materials focusing on simple, practical how-to information. The Land O= Lakes pamphlets on improving milk quality could offer ideas about appropriate level, amount of detail, and other aspects.
- § Develop educational materials for teachers to use along with the TV program; include instructions for development of low-cost materials and activities by students that go beyond painting pictures of trees to developing an understanding of ecology erosion, etc. Coordinate with the teacher to provide information from the education components of the USAID=s and World Bank=s environmental programs, and provide gender-sensitive input on forest issues. Collaborate with SOROS on their new environmental education program. The U.S.-based GLOBE school program for improving science education and environmental awareness worldwide has expressed interest in working in Albania in collaboration with SOROS.
- § Bring in an expatriate short-term communications/instructional design consultant at strategic points in the instructional development and implementation. The consultant should be experienced in designing gender-balanced instruction and reaching rural female audiences. The baseline study, other studies of gender roles in rural Albania, and additional PRA to be conducted by villagers will provide valuable information about the target audiences.

## **C2. IR 2: Increased Decentralization/Sustainable Management of State Forests and Pastures**

### *Transfer of forests to communities, management of forests*

- § Work with village leaders (including veterinarians, nurses, and teachers as well as elders) to use PRA techniques as a means to increase participation, particularly for women in the practical implementation plans for community and family protection of forests. There was little participation of village women in the initial PRAs, which

focused on information-gathering rather than emphasizing increased participation.

- § Work with women leaders in the community to strengthen their skills to serve as role models for other women, develop the skills of other women, and increase their participation in ongoing decisions in the daily management of forest and pasture.
- § Actively promote women=s participation in forest and pasture management in Lezhë, using the rationale of their high level of participation in livestock grazing and wood collection (indicated in the baseline study).
- § Use workshops on community forest transfer as opportunities to stress the importance of wide community participation, involving women in decision-making in the implementation process and, if possible, provide additional skill-building in community facilitation skills.
- § Conduct district- and community-level workshops focused on community-organizing skills applied to forest and pasture management; ensure that women can participate (extend invitations to women leaders and schedule the sessions when women can attend). Include activities to increase men=s awareness of the important role that women can play in community activities. Also engage young women and men.

### **C3. IR3: Increased Public and Private Extension Capacity**

#### *Training through AUC*

- § Integrate gender issues in forestry into the extension training provided by APFDP.
- § Assist AUC faculty (in Extension and in Forestry) in integrating gender issues into their curricula, in coordination with GTZ and Dutch support activities.
- § Facilitate in-country training and/or short-term training for forestry staff on social forestry, forestry economics and policy (including gender issues and community-organization skills).

#### *Increasing capacity of NGOs*

- § Assess attention to gender issues, women=s participation, and rural community organization/facilitation skills development in the forthcoming evaluation of REC activities.
- § If necessary, provide gender training-of-trainer and assistance in gender training development for REC, through a subcontract with an NGO.
- § Explore possibilities for expanding REC activities with youth in forest and pasture protection and possibly willow growing and other entrepreneurial activities. It will probably be necessary, at least initially, to establish separate boys and girls Aclubs.@ There might be some useful collaboration with VOCA on its 4-H work.

### *Private extension*

- \$ Include private extension officers in local-level community-organization training.

## **C4. IR4: Increased Number/Expanded Capacity of Small-scale Non-timber Forest Producers**

### *Market information, affordable inputs and credits*

- \$ Ensure that women as well as men receive market information and gain access to credit.
- \$ Collaborate with other projects providing business credit, such as the ongoing collaboration with the GTZ and SNV programs that target women in business, the Opportunity International microcredit project, GC, and possibly the Albanian Rural Development Fund.
- \$ Provide opportunities for women=s participation in local and international trade shows.

### *Management skills (business management, recordkeeping)*

- \$ Reach out to women; encourage them to participate in training and study visits; adapt activities to fit their schedules.
- \$ Involve young women and men in business training. They are less likely to migrate from the rural areas if they can see potential for business development nearby.

### *Technical assistance*

- \$ Involve women; encourage them to participate in training; adapt activities to fit their schedules.

### *Private grower and processor networks (nursery network, willow-grower network, willow-processor network)*

- \$ Encourage women growers to join existing network associations or, in the case of nurseries, to form their own women growers= networks or associations if they are not comfortable joining the men=s organizations.
- \$ Collaborate with other development activities working with rural associations, such as those of VOCA, RASP, and Land O= Lakes.

## **D. Program Management**

APFDP has moved into a phase emphasizing community action. This requires different skills. Rather than purely policy and economic analysis and technical forestry expertise, social science analysis and facilitation skills are now critical for successfully working with communities and involving families. These same skills are essential for ensuring women=s

increased participation. Thus there are implications for staff training and staffing in the extension of the project as well as the need to access these skills through local NGOs, training organizations, and other entities to have enough person power.

The mid-term evaluation advised adding an expatriate staff person with expertise in social forestry and gender issues in community forestry. Experience in social science and forestry training skills, as well as maintaining the gender balance of the staff, is also important. The female technical staff members are important role models for women and men in the villages and businesses where they work, as well as in the district and central Forestry offices. Ideally the new forestry person should be a technically qualified woman to add another role model to help move women into more active involvement in project activities.

### *Training of staff*

- § Build in gender training component for staffing technical assistance efforts such as microenterprise development.
- § Ask the new social forestry person to conduct in-house social forestry training with an emphasis on women=s participation.
- § Encourage staff participation in gender training conducted by other development projects, particularly staff members with little previous experience with gender analysis and addressing gender issues.
- § Establish a team within the APFDP staff to take the lead on gender issues, monitor progress and serve as resource people for other staff.

### *Training opportunities for counterparts at village and district level*

- § Conduct training on community organization and facilitation applied to the specific project activities in which they are engaged (willow-grower associations, forest management committees, livestock groups); include activities on increasing women=s participation.
- § Use PRA to increase community participation in project and other activities as well as to manage and monitor their progress (and to develop strategies for new activities, e.g., new livestock groups).
- § Increase technical training opportunities for women.

## **E. Recommendations for Monitoring and Evaluation of Women=s Participation**

### **E1. Participatory Monitoring and Evaluation**

Building on the baseline data, a participatory monitoring and evaluation approach should be used to identify key indicators that are suitable for people in the villages to collect and monitor themselves. In this way, they will develop skills to assess the impact of the activities

they have defined for themselves. This will reinforce using PRA as a participatory tool to inform community activities while increasing involvement. Participatory monitoring and evaluation means that local people are active participants, not just information sources. Local people evaluate and outsiders facilitate. This builds local capacity for analysis and problem solving and builds ownership and commitment to take action to solve local problems.

Gender differences can influence chosen indicators of success. Indicators of success differ for community people, community leaders and project staff. Worldwide experience has shown that community people have the ability to develop, select, monitor and evaluate indicators of importance to them. There is also evidence that the PRA process at the community level provides an opportunity to negotiate the relevance of project activities in practical terms.

Participatory monitoring and evaluation can be introduced during local-level community organization workshops. One approach to identifying indicators for monitoring is through discussion of photographs of the use of the environment (cutting trees, grazing animals, etc.).

## **E2. Managing for Results**

Disaggregating indicators by gender and collecting other gender data are only steps toward addressing gender issues. The analysis of gender disaggregated data can identify key gender-related problems and opportunities and provide clues about actions needed. The collection and analysis of gender-disaggregated data as a part of performance monitoring enables community leaders and project managers to identify problems that might otherwise go undetected. The key question is: are there any gender gaps such as disparities in participation in development activities, roles played and benefits from those activities?

## **E3. APFDP Monitoring**

### *Trip reports*

- § Include a section on gender issues in trip reports (note who was contacted, who attended meetings, who received training, and technical assistance by gender and, where appropriate, age (old women, young women, girls).
- § Where applicable, note benefits of project activities for women and/or for men, as well as any obstacles encountered by women or men in participating in project activities or difficulties resulting from participation.
- § Include participatory evaluation information from the community.

### *Staff meetings*

- § As a regular agenda item for staff meetings, discuss gender issues related to specific project activities and progress toward involving more women, including success stories and any difficulties encountered.

### *PRA data collection*

- § Track gender, age and other relevant characteristics of persons interviewed; include the gender composition of people interviewed in the PRA report.
- § Include gender of the local PRA team.
- § Work with the team to include appropriate gender issue questions in the collection effort (questions relevant to local situation and tasks at hand).

#### **E4. Evaluations and Assessments**

##### *Annual work plan*

- § Review the work plan indicators in the gender issues column and update them based on concrete plans made in the community organization workshop and follow-up planning.
- § Ensure that some indicators measure women=s as well as men=s benefits from the project (such as skills gained, improved production additional income) in addition to their participation.

##### *Annual report*

- § Incorporate information on the participation of women and attention to gender issues in the discussion of each intermediate result, that is, as an integrated aspect of the program=s outcomes. This information will come from trip reports, participatory evaluations, and APFDP monitoring and evaluation.

## **ANNEX A**

---

### **Persons Contacted**

#### **Ministry of Agriculture**

Adelina Rupi, Head of the Cabinet of the Minister of Education

Adelina Memetai, Animal Production Division

Zhaneta Prifti, DGFP

Tatjana Dishnica, Director, Directorate of Science and Extension Service

Renata Pariti, Directorate of Science and Extension Service

Lambertus Vogelzang, National Extension Project, Stoas International (Netherlands)

#### **Agricultural University of Tirana**

Rector, Vjollca Jbro

#### **Ministry of Labor, Office of Women Children and Family Welfare**

Ariana Haxhiu

#### **Local Officials**

Kryeplaks in Tushemisht, Stropske, Vice Kryeplak in Alarup

Kryetars in Blinisht, Kallmet, Shengjergji

#### **U.S. Embassy**

Carl Siebetritt, Economic Officer

#### **USIA**

Tod Pierce, Public Affairs Officer

#### **USAID/Washington**

Carl C. Mabbs-Zeno, ENI/OIM, Senior Economist

#### **USAID Tirana**

Diane Blane, former Mission Director (retired)

Dr. Kristaq Jorgji, Project Manager Agriculture and Natural Resources

Anila Arapi, Development Program Assistant

Luljeta Qorlaze, Program Assistant

#### **USAID-funded Project Staff**

ACDI/VOCA, Kristen Giantris, country Representative Albania

Democracy Network (ORT), Lisa Davis, Project Director

Democracy Network (ORT), Lori Jenkins, NGO Organizational Development Advisor

IFDC, Rexhina Auckolli

Land O= Lakes, Debbie Wagner, Project Director

Land Tenure Center, Immovable Property Registry System Project Management Unit, Kathrine

Kelm, Attorney at Law

Opportunity International, Bill Reichard

Professional Media Program (IREX) Sheldon Markoff, Project Director

PAPA (Public Administration Project of Albania), Bart Kennedy, Project Director



SARA (Support for Agricultural Restructuring in Albania), Valentina Mangjezi, Manager  
World Learning, TRANSIT-Europe, Matty Thimm, Director

### **Donors**

Albanian Rural Development Fund, Lejla Dibra, Livestock Section  
GTZ SME, Promotion of Small and Medium Sized Enterprises, Donika Vila  
GTZ, Agricultural University of Tirana, Dr. Jorg Lohmann, Project Coordinator  
The Open Society Foundation (SOROS) Albania Education Development Project, Pranvera Korbeci, Program Officer; Saimir Ivziku, Community Director; Zana Lita, Regional Director  
SNV, Netherlands Development Organization, Lida Carcani, Programme Officer  
UNDP, Etleva Vertopi, Programme Assistant  
The World Bank Forestry Project Management Unit, Haki Kola, Director; Ms. Mirjeta, Project Advisor in Elbasan

### **Other International NGOs**

AGRINAS (Dutch, Pogradec)  
Catholic Relief Services, Blerinda Idrizi, Programs Manager  
GC, Organism Caparison e documentazione Internazionale, Maria Frazia Pressacco  
Oxfam, Leonora Zefi, Deputy Programme Representative

### **Albanian NGOs and NGO Support Organizations**

AFTD, Albanian Foundation for Training, Fatos Fico, Director  
De Me Tra, Anila Vendresha  
Kadmi and Harmonia, Pogradec, Leonat Gjika  
REC (Regional Environmental Center for Central and Eastern Europe), Ermira Dibani  
RASP Rural Association Support Project, Adriatik Likcani, Project Coordinator  
The Women=s Center, Sonika Ciraku

## ANNEX B

---

### Guidelines for Data Analysis

#### A. Guidelines for Quantitative Data Analysis

##### Steps in analysis

- Step 1: summary and analysis of findings by village
- Step 2: assessment of data trends and decision-making about aggregation of regional and overall survey data
- Step 3: aggregation of data as is relevant based on assessment of village data<sup>2</sup>

#### B. Quantitative Data

1. Awareness of the project (I.10): Analysis: Total positive and negative responses by village
2. Household composition; (II.1) code male/female by age and education; wage labor
  - \$ Summarize the age/sex data. Analysis: create an population pyramid for people interviewed in each community. (Age categories: 0-5, 6-10, 11-15, 16-20,21-55, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, 66-70, 71-75, 76-80, 81 and older). We will examine these data and decide if it makes sense to aggregate by region and/or total survey.
  - \$ Summarize the village male/female education by age data. *Analysis:* produce a bar chart (average years of education of males compared with females by age group ( 6-10, 11-15, 16-20, 21-55, 26-30, 31-35, 36-40, 41-45, 51-55, 56-60,61-65, 66-70, 71-75, 76-80, 81 and older) See example. Include.
  - \$ Summarize number of people with wage labor for each household in each village sample. *Analysis:* calculate average number wage labor/household for each village sample. Also indicate range ( largest number per household) and number of households with wage labor.
  - \$ Summarize number of people doing migrant labor for each household in each village sample. *Analysis:* calculate average number doing migrant labor/household for each village; Also indicate range (largest number per household) and number of households with migrant labor.
3. Migration (II.2) Summarize number of males and number of females leaving each household. *Analysis:* calculate average. Also indicate range ( largest number per household) and number of households with migrant labor.

---

<sup>2</sup> The quantitative data will be combined with the qualitative data to prepare descriptive profiles of forest and pasture use, the gender division of labor, interests, problems etc. of the villages.

#### 4. Land holdings and use (III.1)

- § *Parcels*. Summarize total number of pieces of land for each household, summarize for village sample; *Analysis*: calculate average number of parcels for household. Also indicate range ( largest number per household and smallest number per household).
- § *Land holdings*. Summarize total dunums per household. *Analysis*: calculate average for village sample. Also indicate range (largest number per household and smallest number per household).
- § *Land use (III.1)*. Summarize dunums land in food crops and dunums land in fodder crops. *Analysis*: Calculate the proportion of land in food crops and fodder for each village sample and create a pie diagram for each (see example).
- § *Trees (III.1 and III.4.1)*. Total trees: Summarize number of trees/household (on chart III.1). *Analysis*: calculate average number for village sample. Also indicate range (largest number per household and smallest number per household). Use the summary of the number of trees per household in chart III.4.1 to cross check the accuracy of the estimate of tree numbers in chart III.1. If many households stated different total numbers of trees in these two questions, we need to discuss validity of answers.

R Trees by land type (Summarize trees near house, in flat fields, on hillsides for village)

§ (III.4.1). Calculate average in each area.

R Trees planted to prevent erosion (III.4.2). Summarize total yes and no for village sample

R Summarize total trees planted to prevent erosion for each village sample (III.4.2.1)

5. Livestock (II.2) Summarize numbers of each type of animal per household. *Analysis*: calculate the average number of each type of animal for the village sample. Also indicate range ( largest number per household and smallest number per household).

#### 6. Grazing Land

- § *Area grazed (III.3.1)*. Summarize total grazing land used (in hectares) by household on their own land, on village or state land. *Analysis*: calculate average area used for village sample. Also indicate range ( largest area per household and smallest area per household). Also indicate number of households, if any, using no grazing.
- § *Seasonal pastures (III.3.2.2)*. Summarize number of households changing and not changing grazing pasture in summer and winter. Do not include any households that do not use grazing land. *Analysis*: calculate the proportion of households with seasonal changes.
- § *Adequacy of grazing (III.3.7)*. Summarize yes and no. *Analysis*: calculate the proportion of yes and no for households that use grazing land.
- § *Potential to expand herd size (III.3.8)*. Calculate number of animals they think they can increase per household and still have enough grazing. Calculate the (average number

animals) increase for each village sample. Include only households with animals in calculating the average.

## 7. Firewood

\$ Amount collected:

R Summarize amount (cubic meters chart III.5) of wood collected in each area (with title etc.). *Analysis*: calculate the average amount of wood collected in each area for the village sample. Note the range (largest and smallest amounts collected in each area).

R Amount of wood used that was collected (IV.1.5). Calculate average proportion for sample villages.

R Sale of firewood (IV.1.5.2): total yes and no for village.

R Amount of firewood (IV.1.5.3) sold (in cubic meters). Give total for each village sample and average.

\$ Distance (Chart III.5): Calculate average distance traveled per household to get firewood per village sample. Note range (greatest and least distance traveled).

\$ Time (Chart III.5): calculate average time/hh spent collecting firewood in each village sample (hours per week).

## 8. Household production : calculate averages for villages and range.

\$ Food crops: proportion of food eaten that was produced by family (IV.1.1.1)

\$ Meat (proportion of food eaten that was produced by family (IV.1.2.1)

\$ Dairy (proportion of food eaten that was produced by family (IV.1.3.1)

\$ Fodder (proportion of food eaten that was produced by family (IV.1.4.1)

## 9. Small Enterprise (IV.3) total yes and no for each village.

## 10. Division of Labor (V) Calculate the proportion of subtasks performed by women and men.

\$ Field Crops (V.1)

\$ Vegetables (V.2)

\$ Fodder (V.3)

\$ Fruit and other trees (V.4)

\$ Livestock (V.5)

\$ Housework (V.6)

## 11. Media use by men and women (VI.1.2, VI.2.2)

\$ TV total minutes use by women and calculate average; summarize use by men and calculate average for each village sample

\$ Radio: total for women; total for men

\$ Print: total minutes for women total; minutes for men

\$ Construct a bar chart comparing media use by women and men for each village

## 12. Community Activities (IX)

- § Activities (IX.1): total yes and no for village
- § Participation (IX.2): total yeas and no for village

## 13. Problems: total yes and no for each problem.

- § Flooding (XI.2.3.1)
- § Land slides (XI.2.3.2)
- § Forest fires (XI.2.3.3)
- d. Inadequate grazing (XI.2.3.4)

## C. Qualitative Data Analysis Guide for Gender Baseline Study

### C1. Analysis

*Step 1. Synthesis of data.* Summarize qualitative questionnaire data (see attached list), by village. List responses and cluster those that are the same or very similar. Note responses that fall outside the cluster of most common responses. List the numbers of each

*Step 2. Analysis of village data.* Develop partial village profiles describing the most common responses and a sense of the range of responses where there are significant differences.<sup>3</sup>

### C2. Next Steps

*Step 3. Comparative analysis.* Donika and I will compare the results of the village analyses in each region to look for similar and contrasting results for each type of qualitative data.<sup>4</sup>

*Step 4. Comparison of survey findings with other project data.* I will be doing this comparison to assess the extent to which the survey confirms or raises questions about PRA findings and other project data. I will also examine and refer to lessons learned from gender and forestry work in other countries that appears to be relevant. Based on this analysis, I will:

- § Suggest recommendations for action or changes in activities and approaches of project to better involve women.
- § Suggest types of data that should be collected on an ongoing basis to assess how effectively and appropriately women are being included in project activities and benefits.

*Step 5. Comparison of project data with other gender-related studies.* I will be doing this comparison to develop suggestions (essentially hypotheses) about the potential generalizability of project involvement of women (and families more broadly) in forest activities in other parts of the

---

<sup>3</sup> This analysis will be combined with the analysis of quantitative questionnaire data by village to complete the profile of each village.

<sup>4</sup> We will be doing the same for the quantitative village data, to determine which variables are of interest for statistical comparison across villages and which can be aggregated for an overall picture of the areas in which the project is working.

country. Again, I will also examine and refer to lessons learned from gender and forestry work in other countries that appears to be relevant.

#### **D. Qualitative Data from Household Questionnaire**

##### *Grazing*

- \$ Types of animals grazed on own, refused, village/state land
- \$ Grazing for specific animals (type plant, slope)
- \$ Organization of grazing land access by village families
- \$ Settlement of grazing disputes
- \$ Changes in the quality and/or quantity of grazing
- \$ Perceived reasons for changes in grazing

##### *Erosion prevention*

- \$ Interest in learning more about tree planting to prevent erosion

##### *Firewood*

- \$ Who collects (on fields, in refused land, village/state forest)
- \$ What were the rules about cutting firewood before socialism
- \$ What were the rules about cutting firewood during socialism

##### *Herbs and other forest products*

- \$ What herbs are collected? Uses? Sales?

##### *Household production*

- \$ Changes in production/sale and purchase of food, fodder, livestock and wood.
- \$ Perceived reasons for changes
- \$ Impact of changes on family

##### *Small enterprise*

- \$ What produced, sold
- \$ Who runs business
- \$ Who helps
- \$ Interest in establishing a small enterprise

##### *Women=s and men=s use of time (daily schedules)*

*Household expenditures decision making* (trying to get a sense of internal household decision making from the checklist)

Who makes decisions on:

- \$ Major expenses (house improvements, refrigerator)

- \$ Routine household expenses (flour, oil)
- \$ Children=s education
- \$ Wood
- \$ Various farm inputs (seeds, tractor, fertilizer, pesticides)



### *Household cooperation*

- \$ To get a sense of traditions of cooperation with other families and willingness to cooperate.

### *Community activities*

- \$ To get a sense of existing social groups that could work on forestry activities as well as attitudes about participating in community activities (willingness to participate; obstacles to participation; perception of potential impact of community activities on village and family).

### *Community services*

- \$ To get a sense of perception of existing services and services needed for trees and livestock.

### *Community problems*

- \$ Perceived important problems
- \$ Willingness to participate in solving problem (what can be done)

### *Family problems*

- \$ Perceived important problems
- \$ Willingness to participate in solving problem (what can be done)

### *Women=s problems*

- \$ Women=s perceptions of their problems

### *Hopes for future*

- \$ To give a sense of what people value and consider most important to invest their energy, resources in for the future, and their expectations for the future
- \$ Parents= hopes for children (male and female separately)
- \$ Children=s hopes (male and female)
- \$ Hoped changes in family economy in 5 years
- \$ Expected changes in village economy in 10 years
- \$ Expected changes in forest in 10 years

## ANNEX C

---

### **APFDP Workshop Materials: Organizing Communities to Manage Forests and Pastures**

**22-23 June 1998**

#### **I. Introduction**

##### *Background and Purpose*

As a part of efforts to increase the participation of women in its community-level activities, the Albania Private Forest Development Program (APFDP) conducted a workshop for staff and collaborators at the local level, as well as staff from Albanian and International NGOs working on forest and pasture activities at the community level in Albania. Another part of APFDP's effort to involve more women in program activities was a baseline survey on gender roles and natural resource management that was conducted prior to the workshop. The findings were used in the design of the workshop and presented at the workshop. Technical support was provided for both of these activities by APFDP gender and participation consultant, Mari Clarke.

APFDP staff identified the counterparts who they felt would be able to put into action the lessons learned in the workshop. A training needs assessment form was sent to each person invited to the workshop. On the basis of the training needs assessments and discussions with APFDP staff, the Albanian trainer, Anila Vendresha (DeMeTra a Tirana based NGO), who also prepared an APFDP report on women and natural resource management in Albania, developed the workshop objectives, agenda, activities and supporting materials. The assessments and discussions suggested that it was very important to make the workshop very practical and to examine the roles and participation of women in the context of the family and community, rather than focusing exclusively on women's roles and integration of women in the project. As a result, the main objectives of the workshop were to create a forum to share experiences on effective approaches for including women in community activities and to strengthen critical skills needed for community organization including: leadership, facilitation, conflict resolution, situation analysis, and action planning.

##### *Methods*

The entire workshop was conducted in Albanian. Workshop materials were also prepared in Albanian. Because many of the participants had limited experience in facilitation and small group work, there was a strong emphasis on small group activities in the workshop. There was also a strong emphasis on participation and various strategies were used to ensure that everyone attending the workshop was an active participant. The methods used included: icebreakers, brain storming, case study, small group work with plenary presentations, large group discussion, lectures by the trainer, and handouts. Three facilitators, Donika Kercini, Henrieta Themelko, and Flutura Kalemi, professors at the Agricultural University of Tirana who also participated in the baseline survey as researchers and data analysts, assisted the trainer in small group sessions. They made

certain that a different person was asked to present the group=s conclusions to the larger group each time, to ensure greater participation by all. They also brought their survey experience to the discussions. APFDP staff also played important roles in bringing APFDP experience to the discussion.

Two rapporteurs, Renata Kongoli and Iliriana Boci, also professors at the Agricultural University of Tirana who also participated in the baseline study, summarized the discussion in Albanian.

### *Workshop Outcomes*

There was active participation in discussions, particularly in the small group working sessions throughout the workshop. The plenary session discussions along with presentations by the trainer and others are summarized in the rapporteur notes in the next section. Although not originally on the workshop agenda, participants raised the issue of the meaning of the concept Acommunity@ and discussed at great length, trying to sort out its relationship to the government and individual families. Their discussion made it clear that explaining this concept is an important first step in working with villagers to solve natural resource problems at the local level. There was also lively discussion and debate on the roles that women could play in solving community problems, highlighting the regional differences in women=s roles identified in the survey. The constraining influence of the *Kanoun* on women=s roles and opportunities, particularly in the north, was noted several times.

There was also productive networking during the workshop. As a result of the workshop, some of the NGO and other participants developed plans to work together. For example, the Regional European Center for the Environment (REC) added the participant from Skhodra to their network. Land O= Lakes also talked with the Skhodra participant about assisting him. He invited the Lezhë women=s livestock group to visit to see how women raised pigs in Skhodra. The Albanian Rural Development Fund was not working in Lezhë but its representative indicated that if there was a demand for assistance there, it could be considered.

Workshop participants developed action plans for activities that they plan to carry out in their communities, in collaboration with APFDP staff, after the workshop. Planned activities include: willow grower group organization (Pogradec), goat fodder and care (Lezhë), pig raising (Lezhë), management of forest transfer (Lezhë), agrotourism development (Pogradec), reforestation (Lezhë), association formation, credit for projects in the community (Lezhë). These action plans are presented at the end of the next section.

A training evaluation completed by participants at the end of the workshop asked for their assessment of workshop content, clarity of presentation, the main things learned, the methods used, opportunity to express opinions, atmosphere and working conditions, trainer and facilitators. It asked for their suggestions for improvement in the future, difficulties in their communities that could prevent the use of things they learned in the workshop. It asked if they would they recommend the training to others, and provided space for additional comments.

The comments were very positive - good level, rich content, clear presentations, effective methods, good facilitation, ample opportunity to express opinions, good atmosphere. Suggestions included: longer training, ongoing training, conduct workshops in regions and communities, improved collaboration between organizations, additional written resource materials. Most important things learned included: what is a community, role of women in the

community, ways to include women, role of a leader, situation analysis, preparing work plans, working in groups.

Constraints on putting into practice what was learned included: lack of funds, women are too busy with daily work, *Kanun* in Northern Albania makes it difficult for women to participate in society, the old mentality exists in the North where women carry the heaviest economic burden but men represent the family, mentality of the community, difficult to get women and men to discuss certain problems with each other, difficult to defend the protected land, There is a lot to do to pass from papers into practice. Photo documentation of the workshop is available the APFDP project management unit in the Chemonics International home office.

## **II. Rapporteur Notes on the Workshop Activities and Discussions**

**22 June 1998**

### *Welcome, Objectives, and Trainers*

The workshop trainer, Anila Vendresha, of DeMeTra (a Tirana-based NGO), welcomed the participants and introduced the facilitators, Donika Kercini, Henrieta Themelko, and Flutura Kalemi, professors at the Agricultural University of Tirana and the rapporteurs, Renata Kongoli and Iliriana Boci, also at the Agricultural University of Tirana. She also introduced APFDP staff and chief of party.

She presented the aims of the workshop:

- \$ Exchange experiences on including women in different community-related activities
- \$ Identify and practice community leadership skills
- \$ Conduct a situation analysis
- \$ Develop a plan for organizing the community to solve community problems

### *Introductory Remarks by Mr. Jim Seyler, APFDP Chief of Party*

Mr. Seyler noted that looking at the participants in this workshop, it is clear that we have many people who bring a great deal of knowledge and experience. I want to give some background on the reasons for carrying out the survey and the workshop. We all know the important contributions by women in livestock management, agriculture production, firewood collection, erosion control, etc. But the problem is to assess and quantify women's contributions to natural resources management. So far, we have had limited information on these contributions. We need to develop a strategy to better integrate women in natural resource activities, the primary concern is to better integrate women in the APFDP project. The aim is to increase family income. There is a great deal of evidence of disastrous results when women are left out of projects. I also wanted to develop our skills in helping families and communities to activate them to address their problems. He stressed that we are not trying to impose American or European ideas of men's and women's roles; we are looking at the practical realities of farming families and the important roles that each member of the family plays. He also emphasized the important roles that the participants in the workshop play as leaders and community organizers in their communities and organizations. Mr. Seyler said that his expectation of outcome from the workshop was to develop a practical strategy, based on the realities of the farm family and the roles of women in the family, of how APFDP can better integrate women into its activities in communities.

### *Icebreaker Activity, AThe Treasure Chest@*

Anila Vendresha: The integration of women is very important and that is why we need broader participation in order to get more opinions and ideas. Then she introduced participants to a game called AThe Treasure Chest.@ A treasure chest@ will be filled with the best qualities of everyone participating in the workshop. Participants introduced themselves and stated one quality they brought to the workshop. Some of these qualities included: correctness, ability to communicate with people, sincerity, friendship, simplicity, persistence, commitment, respect to other people, hospitality, justice, listening to others. In the end, Anila Vendresha explained how this game related to workshop objectives. Since the workshop is being organized by APFDP, it will focus on forest and pasture use and management as well as on other activities that will lead to strategy formulation, using the skills from the workshop A treasure chest.@

### *The Baseline Survey on "The Role of Women in Natural Resources Management"*

Donika Kercini, professor at the Agricultural University of Tirana and APFDP consultant, described the baseline study which she and five other AUT professors conducted for APFDP with technical support from the gender and participation advisor, Mari Clarke. The objective of the study was to identify ways that the APFDP could increase participation of families, particularly women, in project activities in the areas where the project is working: Lezhë, Progradec and Shengjergji.

The methods used to gain a better understanding of how to increase women=s participation were a survey and informal interviews. The survey was conducted to learn more about the roles of women and men in farm families in work in the houses, fields, pastures and forest, cooperation between families members and between families.

She summarized some of the preliminary findings:

- \$ The role of women is very important in all fields. However, this role is different in various areas of Albania.
- \$ Women spend more time working than men. This fact is generally accepted by men.

The general problems that women face:

- \$ They are overworked. Preparation of bread takes a long time. The low income level does not allow families to buy equipment and appliances to do the house chores.
- \$ They need more social and cultural activities.

The problems of communities:

- \$ Lack of accurate boundaries between villages
- \$ Land tenure problems
- \$ Potable water and irrigation water
- \$ High price of agricultural inputs (seeds, fertilizers, ploughing, etc.)
- \$ Market access for surplus production

- \$ Medium-level education in villages
- \$ Public order and safety

The majority of respondents did not give a solution to these problems and expected everything from local government and/or central government. Some of them had no idea at all about solutions. However, a number of respondents said that some problems could be resolved if they cooperate. Those respondents asking for cooperation were mostly men. However, generally they did not have an idea of activities that could be conducted by community to solve problems.

*Future outlook.* The vast majority of respondents said that the impact of immigration of their children was positive and they linked the future of their children to immigration. As to the forest, some of the respondents were pessimistic about the future and some others said that the forest will be developed only if strong actions are taken to protect it.

### *Discussion*

Rexhina Auckolli (International Fertilizer Development Center, or IFDC): said that the community development problems are related to both objective and subjective causes. Erosion is a serious problem. Regarding land tenure, there is a general consensus that the land should be returned to legitimate ex-owners. This problem is more accentuated in those areas where there is a shortage in the availability of agricultural land. As to the cooperation, she thinks that there is generally a negative concept which has probably some psychological grounds, as a result of 50 years under the State cooperatives. There is a lack of honesty among villagers. They want to make profits from each other. Many aspects of personal behavior (cheating, personal benefit, etc.) usually impair cooperation. There is a need to consider reality, present a concrete method of operation. How can we work better? What are their problems? She suggested that a neutral mediator would be very useful to promote cooperation; theories are worthless. She mentioned an American project that provided technical and social assistance. People received many things and learned how to collaborate with the State and each other.

Henrieta Themelko (Professor, Agricultural University of Tirana and workshop facilitator) asked: Who will be the mediator?

Rexhina Auckolli replied that it could be any project which is interested in cooperation and has the financial means to promote the cooperation. Exchanging of experience between communities would take this process further ahead.

Mimoza Aliky (Land O= Lakes) suggested sending people to other communities that were well organized. It is not too expensive. She proposed the idea of a broader implementation of credit unions. For example, Land O= Lakes has done this with NGOs in the Korca district.

Viktori, Metani (Rural Women and the Law NGO, Tirana District) said that you don=t have to organize NGOs. The village does not have a lack of intellectuals. You don=t have to import intellect from the city but to use what is already available in the village.

Shpresa Ohri (APFDP, Community Development Coordinator) said that we should not confuse the activity of NGOs with those of the rural community. First you have to explain what is a community. The community members have to begin. They should become aware that everything

depends on them and that they should not wait for things to be done by the State. She explained that she had to learn about the meaning of the community for her work with APFDP. She worked with PLAN International. The collaboration was very productive. Associations cannot be communities. APFDP is dealing with livestock. They need to develop the base of these groups in the community. These groups are going to help the community. Local groups can help the community better than we can. Perhaps in the future they are going to be first in developing the community.

Gjon Fierza, (District Directorate Forest Service) Lezhë said he is not sure what the community is; he needs to understand. He drew a chart and proposed to define the meaning of community as made up of families and *fis* (clans) and represented by the council of elders. Anila Dendresha pointed out that there were women as well as men and added women and men to the boxes on the chart.

Rexhina Prenji Gjergjii (Troshan Livestock Group), said that it was not the same problem in rural areas. They were really and the bottom and needed help but they can develop in their minds what the community is. It is very productive to clarify the concept.

Viktori, Metani (Rural Women and the Law NGO) said that land ownership is still unclear. People are not sure about land. They don't not want to invest.

Leonard Gjika (Kadmi and Harmonia, Environmental NGO from Pogradec) said working in Pogradec *Komuna* he has heard that the land law is not efficient, not effective. There are conflicts between former owners and new owners. The land law is a problem. The establishment of ex-owners= associations in Pogradec has enabled the development of viticulture. (In vineyards women play another role.) They are also working on chestnut forest development.

Thimaq Lako (APFDP, Field Technical Coordinator) said that a community can be a part of the village or the whole village. In Tushemisht, for example, a number of people started activities that were related to agro-tourism. This group is a community, because its members have the same interests and identified different forms for fulfilling these aims.

Anila Vendresha pointed out that communities are flexible. In one village there are some communities. A village could be a community if people have the same aim, the same interests and find the same ways to solve problems.

Rexhina Auckolli (IFDC) asked if a community accomplished the purpose for which it was created, should it continue?

Anila Vendresha replied after the accomplishment of the goals the community can change and another group may emerge.

Dhimeter Bardni (Pogradec) said that more people will join the community. He did not agree that the community would cease to exist if the problem was solved.

Lejla Dibra (Albanian Rural Development Fund) said that people are always part of a community. The community changes objectives in the future. This is a new term Acommunity@ for all of us. Even people in cities need a community. She proposed the individual as the core of the

community. In a village people should consider themselves as one community, led by the *kryeplak*, its leader, then there are *fis* (clans). The *fis* has an important role. In the *fis* there are families, husbands and wives with children, individuals. If we consider these links, we can see the main problems of the community and what can be done to strengthen communities. The community should have clear ideas about the problems they can solve with the help for the state. Several projects are working in Albania as NGOs. These projects will work in the community. The community will ask for help to solve problems. If the community has clear ideas, they can ask for help effectively. Some problems can be solved with the help of the government, some with NGOs, some on their own. It is necessary to know who will ask for help in solving those problems at different levels. In this view, we need to consider the role of women.

Anila Vendresha indicated that we will address those issues tomorrow.

Rexhina Auckolli (IFDC) said that, we all know that in appearance it is men making the decisions but we have to acknowledge also the hidden role of women in decision making.

Lejla Dibra (Albanian Rural Development Fund) suggested that we need to talk about men and women in the village not just the elders. If we work with them then we will have a community.

Vasili Skurti (willow grower, Skhodra) said that the *Kanoun* does not let women to make decisions. It is the men who make the decisions. He suggested working with women and men, not just the *Kyeplak*. No one is working without incentives. The community is a concept. It is difficult to speak for a community but you can speak for small groups. It is better to understand small organizations.

Anila Vendresha said there are similarities between communities and groups but they are not the same. One can divide work into inside and outside the house. The only leisure for women is in going to church.

Mimoza Aliky (Land O= Lakes) said that if you want to develop the community you have to develop women. What they know they transmit to their children.

Vasili Skurti ( Skhodra) said that the cooperation in a society starts from the cooperation within the family.

#### *Small Group Activity on Involving Women in Community Activities*

Anila Vendresha explained that the work would continue in small groups. Facilitators and participants read a case story about a village that left women out of important decisions about protection of forest and pasture land (a forest management plan) in an area where the women grazed their sheep. The task of the group was to change the story to have a more satisfactory ending and report back to the larger group in a plenary session.

*Group one.* Establish a working group, including the Council of Elders, experts and representatives of all concerned groups, for the preparation of the forest management plan. The first step is to point out the project advantages and disadvantages. The next step is to prepare the working plan, and have ideas from all people - all groups interested because they will be responsible for those problems. They want the transfer of forest from the State for use of the



forest, not ownership. Step three, the elders present the plan to their village neighborhoods to get remarks. The final plan should reflect these suggestions. Next, the plan is submitted to the government. Before implementing the plan, present it again to the villagers.

*Group two.* We can start by discussing the problem in order to increase the awareness at family level. The elders will go to representatives of each neighborhood, they will go to the families, and families will have discussions between husbands and wives. After these discussion, families give their opinions to the Council of Elders and they will present the proposals to the *Kryeplak*. The elders one will prepare the management plan in cooperation with specialists. The management plan will then be reviewed by the Council of Elders and sent to families for comments. One problem is how to get the opinions of women. They will reach women in families, in groups, and through teachers and nurses. They will organize some activities to involve women so they will bring their ideas to other families. They talked about getting the participation of as many people as possible.

*Group three.* The group started by discussing the main reasons that led to forest destruction: lack of good vision about the future of the forest - the people were not aware of the benefits of the forest; the State was not strong enough to protect the forest Then they discussed the causes that led to a failure of the forest management plan and proposed the following steps to ensure that the management plan will be implemented successfully: 1) assess the situation; 2) arrange for a broad participation; 3) return to traditions in forest protection; and 4) the management plan should be approved by the family, clan, village and *Komuna*.

*Group four.* They would start by defining the common area and the boundaries between villages, consulting with families in the village then families in other villages and former owners. They concluded that they have to collect opinions from every individual in the community. It was better than asking only one member of a family. They would ask all the people one by one.

Anila Vendresha suggested that community organizers need to listen, in a democratic way, to the women and men, explain that the person to present their opinions will be the advocate for the group. There is a tendency for women to be left out because their work is in the house. They also work outside the house. They too are capable in dealing with things.

#### *Sharing of Experiences in Involving Women in Community Activities*

Anila Vendresha proposed that the women participants start exchanging experiences from their own group activities.

One of the women members of Lezhë Livestock group told the other participants that, two years ago the Heifer Project International (HPI) sent 13 pigs to the village to a group of men that (HPI) organized. But only the women raised the pigs. None of the men had any idea how to raise them. The sows are economically viable - they provide income: lots of piglets - meat and fat. Now there is a group of women in Fishte dealing with pig management. Women are dealing with the sows. Women can deal with livestock more easily than men. The group is expanding everyday because people are able now to see the benefits.

*Leonat Gjika (Kadmy and Harmonia).* He brings the experience from Pogradec where women are dealing with viticulture and even distilling *raki* (the most popular spirit in Albania). This is a

return to an old tradition. Going back to old traditions can be productive. Women were the only ones to produce good raki. Women cared for the grapes. The men only knew how to drink the raki. They did this individually and worked as families. They established contacts with other families in protecting the vines, making wine and finding market. It is all based on an old, old tradition. Now they are improving the tradition. The most important thing is finding the right market. If you have the market you don't have to pay someone to market grapes because villagers can do it themselves. They still have to pay for pesticides and fertilizers. He seeks the assistance of APFDP for improved varieties and irrigation.

Anila Vendresha suggested that not the whole community, if organized as a community, has to protect the grapes. They could pay someone to guard them.

Participants start discussing how the assistance would be more effective, if provided to individuals or a community.

Mimosa Aliky (Land O= Lakes) said that Land O= Lakes has been operating in Albania for five years in rural areas. They have helped provide access to pesticides that do not kill herbs. They have helped in access to credit. If well organized, you can give a loan to an entire village. You can't give a loan to only one person. They will never pay it back. Credit has proved to be more effective when conferred to communities rather than individuals.

Leonat Gjika (Kadmy and Harmonia) disagreed. He asked, why not give a loan to a family? Mimosa Aliky (Land O= Lakes) replied that it was very important for institutions to help a group of people, not just one family.

Lejla Dibra (Albania Rural Development Fund) said that we prefer to work with the whole community or an organization organized within the village.(where credit units are established) and our preferences are based on the benefits that the proposed plan would generate for a larger number of people. The village council for credit is based on reciprocal trust. The council provides trust to give a loan to a family as trustable. The village selects a council. The council sets priorities including who gets credit. There are areas where credit is not important such as restocking livestock. 80 percent of the credit for livestock was not going to be paid back. The village council decided it was better to invest in cows - they are more productive and give a faster return than sheep. When a problem comes up the council needs a specialist in credit or livestock to decide what is the better investment.

Anila Vendresha suggested that the loan must enable the people to develop.

Rexhina Auckolli (IFDC) remarked that it is easier if a group of people are try to resolve a problem than just one family.

Leonat Gjika (Kadmy and harmonia) added that it is because working together in a group generates power.

Dhimiter Bardni (Pogradec) said that if you don't organize communities or deal directly with the organizations of farmers, you don't get the results you are looking for. If the community is not responsible for itself, no one else will be. They are lost if they wait for others. If a community does not have objectives, it won't go anywhere. A project is not the same as a community.

Valbona Ylli (APFDP Extension and Training Coordinator), said that the success of the community is based on the common interests of the group that results from meetings in villages. If they haven't got a common interest, forget it. Leadership is also important. Maybe in Albania we don't have a tradition of leadership. Everyone will contradict the leader. She gave the example of people stealing arms from the military storage places last year. Everyone was able to go and do it openly. Coming back to the forest, villagers cut the trees to make bread. We have to stress that communities need very brave leaders.

*Small Group Activity on the Role and Qualities of Leaders in Community Organization*

Anila Vendresha explained that small groups would develop a list of criteria for good leaders. Lists of criteria the presented in a plenary session had considerable overlap. The criteria are summarized below ( not in the order presented but with similar items listed together).

- \$ Good reputation
- \$ Respectable; respected by other villagers, respect of the community
- \$ His or her word has weight in the whole community
- \$ Trust
- \$ Honesty
- \$ Just/fair
- \$ Responsible
- \$ Brave
- \$ Self-sacrificing (sacrificing part of personal life to help others)
- \$ Dedicated
- \$ Organizational capability
- \$ Authority
- \$ Ability to direct
- \$ Able to make decisions at critical moments
- \$ Initiative
- \$ Foresight
- \$ Punctual
- \$ Adaptable
- \$ Balanced
- \$ A little bit of all skills
- \$ Communication skills; communicative
- \$ Good listener
- \$ Able to react in different situation in a democratic way
- \$ Does not argue with the group
- \$ Sympathetic
- \$ Experience
- \$ Competent
- \$ Capable in something experience
- \$ Over 40 years old
- \$ Good looking (referring to both men and women)

Group II suggested that when a leader wants to get something to work, the leader needs to discuss it with other. In Albania rarely do employers sit at the same table with their employees. Need to have trust in each other.

Anila Vendresha stressed the importance of flexibility, to be able to work in a group. You don't need to exploit others, you need to give to others.

### *Small Group Activity on Leadership*

Anila Vendresha: explained the game that the group would play before closing the first day of the workshop. The game is about the ability that a leader should have to resolve difficult situations. Before a father dies he tells his eldest of three sons that the 17 sheep should be divided as follows: the elder son gets half, the second son gets half of the half and the last son gets what is left. The sons quarreled about how to divide the sheep. A shepherd passed by and helped them resolve the problem.

The group broke up into small groups and proposed various solutions.

Anila Vendresha concluded the session saying that all the solutions were right. You have to be flexible. The father was testing the sons to see if they were generous. It is important to respect each other and listen to each other. The facilitator's job is to facilitate. The facilitator needs to be generous. She provided a handout on leadership, facilitation and conflict resolution.

### **23 June 1998**

*Agenda and summary of day one.* Anila Vendresha started with a brief summary of the main topics discussed in the first day of the workshop: the participation of women in community activities, what is a community, ideas about the role of leader as a facilitator for the solution of problems. She briefly presented the agenda for the second day. She read a short story and said that the moral of the story was that someone in a group of people has to take responsibility to organize the others. In the community it is necessary for someone to take initiative to do something, not to wait for others to do it.

*Small group activity on resolving conflict.* Three case studies involving conflict over resources were introduced: 1) livestock (a livestock group was not working well); 2) medicinal plants (a family had put a fence around common land); and 3) Erosion (families in different part of a village disagreed about a plan to protect forest to prevent erosion). Participants selected the case study discussion group they wanted to join. The small groups reviewed their case study and discussed possible approaches. After considerable discussion, the groups reconvened and reported on their conclusions.

*The livestock discussion group* concluded that the case study livestock group did not work well because the veterinarian who organized it did not know the village well. Not all families should be members of the group. That is why the group failed. The vet should meet together with the women, men and children (children also work with livestock) and discuss how to organize the group, rules to follow and develop a list of activities, training and advice.

*Discussion.* Themaq Lako (APFDP) suggested that it is not effective to work with all the families, only those with a tradition of livestock raising.

Anila Vendresha said she liked the solution, especially the ongoing training for the group members.

*Medicinal plants discussion group.* The group proposed that the village should send two old women to talk with the family who put the fence on the land. The community should decide to work together as a group of families, collecting herbs and marketing herbs to solve their marketing problem. They would ask the old women to go to talk to all the families about working together on herbs to get a better price by avoiding the middle man and going directly to the exporter.

*Discussion.* Anila Vendresha commented that women can be organizers in the community by organizing other women. Women can be responsible for marketing. Women work together with men in families.

Vasili Skurti (Skhodra) said it is not normal for women to solve big problems. Lejla Dibra (Albanian Rural Development Fund) did not agree with him. Vasili Skurti replied, because the land belongs to the village (common land used by all), only the men of the village could resolve the dispute. However, he said, women can take some action to help resolve disputes. Women by themselves cannot resolve disputes.

Leonat Gjika (Kadmy and Harmonia) said that, in Pogradec, women can do something to solve this.

Viktoria Metani (Rural Women and the Law) said that women can solve problems. They know the community.

Rexjina Auckolli (IFDC) said that women are more honest, more sensible with regard to these rights.

Thimaq Lako (APFDP) said the disputes are legal problems. The local government should resolve them. The land fenced was land of the state, not land of someone. The community can do nothing to solve the problem.

Rexhina Auckolli (IFDC) disagreed with him.

Anila Vendresha noted that there are clearly some differences in the roles that women can play in different regions.

*Erosion control discussion group.* The group agrees that the community leaders should establish a working group to assess the situation. The real situation and all related problems will then be presented to the Council of Elders. The Council of Elders in, cooperation with the environmental NGO, will increase villagers' awareness of the problem. Then they will organize a meeting for participation by all the people interested, all the families involved in the erosion problem. They will create a working group to prepare a management plan for controlling the erosion. The plan will define what tasks farmers and villagers should carry out and what NGOs and other organizations will do. In some cases they can buy seedlings for planting or get help from NGOs that can provide seedlings. Villagers will have incentives because of future gains that will be explained clearly.

*Discussion.* Anila Vendresha said it was a very interesting solution. The creation of the working group to assess the situation is a good idea. It is necessary to know the situation. The

presentation of the plan to the elders stresses that they are doing something as a village and there are others who can help.

*Small group activity on group decision making.* Anila Vendresha divided participants into groups of five people based on where they were sitting in the room and gave the groups a problem to solve.

They are five people stranded in a boat. It can only hold 4 persons. If they do not do something the boat will sink in 10 minutes. Some of the solutions included: one person swimming and switching swimmers every 30 minutes; if no one can swim they will pick one person to drown. Anila Vendresha explained that the importance of the exercise is that the decision-making is made in a group. She indicated that she liked the groups that gave more than one solution and that different groups came up with different solutions. It was also important that they assessed the situation, finding out which people could swim.

*Analysis of the situation.* Anila Vendresha emphasized that you have to know the situation before you start an activity. There are many techniques to do this. One of them is called SWOT analysis. This is a technique to examine the strengths, weaknesses, opportunities and external threats that influence the actual situation. She described the approach as similar to looking at four panes of a window:

STRENGTHS	OPPORTUNITIES
WEAKNESSES	THREATS

The window changes with the situation. You need to open all the panes of the window. What is a weak point in a certain situation, might be a strong point in another situation. Having all this information, you know the situation. The approach is very participatory. You can use this in your own communities when you go back. Everyone can speak. You can invite villagers to participate and they can say what they think. There can be some weaknesses such as the potential limitations in the necessary information that the leader of the community can provide.

Participants started working in groups to analyze a real situation for the two districts, Lezhë and Pogradec. The Lezhë group reviewed a Forest Management Plan for Lezhë. The Pogradec group reviewed a plan for establishing networks of growers and processors of forest products (willow). APFDP staff presented the case material and served as resource people for the discussions. The results of their SWOT analyses are as follows:

### SWOT Analysis: Lezhë Group

Internal	External
<b>Strengths</b> <ol style="list-style-type: none"> <li>1. Possibility of natural growth of the forest</li> <li>2. The interest of farmers in managing the forest</li> <li>3. Guard for protecting the forest</li> <li>4. Tradition and experience in managing and protecting the forest</li> <li>5. Grazing is prohibited for 7 years</li> <li>6. Existence of private forests is a good example of the improvement of the forest</li> <li>7. Disagreements can be solved with good understandings</li> <li>8. Women are less overloaded</li> <li>9. The effects of the microclimate</li> <li>10. The workforce</li> </ol>	<b>Opportunities</b> <ol style="list-style-type: none"> <li>1. The existence of legislation for the management of the forest</li> <li>2. The help of APFDP as an NGO with technical assistance, animals, working force</li> <li>3. Works for the improvement of the electricity system</li> <li>4. The existence of external sources of firewood</li> <li>5. Integration of this project with other projects that are acting in this area.</li> </ol>
<b>Weaknesses</b> <ol style="list-style-type: none"> <li>1. People do not act according to the law</li> <li>2. No possibilities to have firewood from other sources</li> <li>3. The restriction on grazing lands</li> <li>4. The existence of some unproductive areas such as terraces</li> <li>5. The lack of funds for improvements in these areas</li> <li>6. The lack of a bakery in the village</li> <li>7. The lack of information for different loan institutions</li> <li>8. The low economic level</li> </ol>	<b>Threats</b> <ol style="list-style-type: none"> <li>1. The lack of electricity or low electricity</li> <li>2. The damaging of the forest by other villages</li> <li>3. The high price of electricity</li> </ol>

### SWOT Analysis: Pogradec Group

Internal Factors	External Factors
<b>Strengths</b> <ol style="list-style-type: none"> <li>1. The tradition for cultivation</li> <li>2. The large surface of land</li> <li>3. No problems regarding land ownership</li> <li>4. The interest of farmers</li> <li>5. The suitable land (soil)</li> <li>6. The suitable climate</li> <li>7. The short vegetation</li> <li>8. Economic profitability</li> </ol>	<b>Opportunities</b> <ol style="list-style-type: none"> <li>1. The limited amount of competition</li> <li>2. The high demand</li> <li>3. The existence of the market</li> <li>4. The technical assistance</li> <li>5. Providing new varieties free of charge</li> <li>6. The existence of linkages between producers, processors and sellers</li> <li>7. The existence of INSIG (the Institute for Social Insurance)</li> </ol>
<b>Weaknesses</b> <ol style="list-style-type: none"> <li>1. The lack of experience in cultivation</li> <li>2. The lack of marketing knowledge</li> <li>3. The lack of market information</li> <li>4. The mentality that exists: the state should solve all the problems</li> </ol>	<b>Threats</b> <ol style="list-style-type: none"> <li>1. To have contracts with a trusted partner</li> <li>2. The increase in competition in the future</li> <li>3. Unstable market for final products</li> <li>4. The existence of natural forces such as diseases, floods, etc.</li> </ol>

## *Community Organization and Community Action Plans*

Anila Vendresha stressed that creativity is needed in community organization. You also need to know where you are going. You need to ask:

- \$ Why do we want to organize the community? What do we want to accomplish?  
(Objectives)
- \$ What is the situation? (SWOT analysis)
- \$ What are the hopes, expectations of the community?
- \$ How can we work with the people in the community?

As a leader, it is very important to know about the hopes and expectations of the people. We should ask women questions as well as men because they have some different hopes and expectations.

You need to identify general needs of people and also specific needs specific of women. It is necessary to work in groups, not as individuals. It is important to get group participants' opinions, not to give orders. You need the group's input when writing the plan and all the time during implementation of the plan, so everyone is speaking from the same point of view. For men it is easy to be equal in a group discussion, for women it is harder. As a leader, you also can facilitate help from foreign agencies if they know what you need. Start with small activities and continue with bigger activities.

She presented a community action plan outline and explained the steps in developing the plan:

- \$ Problem
- \$ Objective
- \$ Opportunities (from the situational analysis)
- \$ Actions C How will the action plan be implemented
- \$ Who C which individuals will carry out each specific action
- \$ When/by what dates will they complete the actions
- \$ Monitoring

*Step one.* Identify the problem, for example, it might be lack of cooperation. After analyzing the problem, the leader works with a group of all kinds of people, not just the elders.

*Step two.* Look at the possibilities, explore ways to bring people together to create cooperation

*Step three.* Work with all the group to identify actions such as meetings, times to meet, who is doing the actions, when, and who is monitoring

She also provided a handout on developing community action plans.

*Discussion:*



Vasil Skurti (Skhodra) noted that it is easy to write a plan but hard to implement it.

Anila Vendresha replied, you need to start little by little - not everything at the same time. It is important to write a plan that is possible to implement, not one that is unrealistic. You need to evaluate the plan in two weeks and add a column with remark.

Viktoria Metani (Rural Women and the Law) said that her NGO had organized women and gave cows to the women. The women will pass the calves on to other women. She helped coordinate this. They developed a plan to decide who would receive the calf.

Some participants said that they had also written such plans.

Leonat Gjika (Kadmy and Harmonia) said it was not real to write a plan without the problems of the community.

Participants (individually and in groups) developed work plans that they would implement when they returned to their communities. They also talked about how they will involve women in their activities. Participants of the Lezhë group, especially women, discussed a great deal because they are directly involved in forest and pastures management. They started a lively discussion about how to find the necessary funds to build a bakery which would save women a lot of time as well as reduce cutting in the forest.

#### *Ways to Involve Women in Community Activities*

Anila Vendresha presented suggestions for increasing the involvement of women in community activities:

- \$ Listen to and understand women=s needs
- \$ Understand the obstacles to women=s participation in meetings, for example, the time of the meeting
- \$ Involve women in groups on identified issues that could affect the project negatively so women can give opinions (as in the case of the willow and livestock groups)
- \$ Involve women in decision-making in all phases of the project
- \$ Identify women leaders, ones that the other women recognize as leaders
- \$ Train the women leaders on how to work with women
- \$ Provide women leaders technical training on specific problems; specialists in the village, such as veterinarians, can provide training
- \$ Exchange information with women

It is important to recognize that if women are not participating, you do not know the opinion of half of the community. It is important to involve women when you analyze the situation.

## Discussion

The women participating from Lezhë said they will organize a meeting with other women members of the pig raising group and will speak with them about the importance of pigs and profits. Then they will organize a meeting with the livestock specialist to find ways to improve the feed that they provide the animals. They can discuss how to cultivate sugar beet for pigs; they can change the crop structure. They will write an action plan for the future.

Anila Vendresha asked them if they could share with the group of women what they learned in the workshop, for example, do a SWOT analysis of the situation of the women.

Vasili Skurti said that he learned a lot from the seminar. The participants know each other now. He knows representatives of NGOs. Land O= Lakes will be helping him with women in the village. This will help the NGOs better coordinate their work in the village. Before he knew only the forestry project. He has invited the women from Lezhë to come to Skhodra to see how women are raising pigs there.

## Action Plans Developed During Community Organization Workshop

### Willow Growers Group

*Problem:* How can willow growers work in a group?

*Objective:* To know ways to sell willow and to work as a group to affect prices

Opportunities	Actions	Who?	When?	Follow-up
To contact willow growers	Talk with processors about obstacles they have	Willow group leaders	June 24 July 1-5 Sept. 30	

### Goat Herd Management (Lezhë)

*Problem:* Goat fodder and care during the summer

*Objective:* To increase production by good herd management

Opportunities	Actions	Who?	When?	Follow-up
Group meeting	Meeting organization (send invitations)	Head and secretary of the group	July 5	Veterinarian and members of the group
Group meeting	To divide breeding sheep	Group	1-15 July	by the group

### Pig Raising (Lezhë)

*Problem:* To meet with women of the village to talk with them about pigs

*Objective:* To increase the production of meat from pigs as well as the improvement of pigs

Opportunities	Actions	Who?	When?	Follow-up
To write a project for a pig group	To meet people interested in this problem		June 27	Nurse for Fishte/Krajn

	To contact the vet. and the APFDP staff for further information	Group	1-15 July	By the group
--	--	-------	-----------	--------------

- \$ To meet with the village women and talk about livestock production (pigs, cows, etc.)
- \$ To talk with women to prevent forced slaughtering
- \$ To discuss with women different projects to help with these problems
- \$ Looking for seeds to grow feed for pigs: soybeans, sugar beets
- \$ To have money for new trees

### **Forest Transfer (Lezhë)**

*Problem:* Transferring forests to community or individuals and preparation of a plan for forest management

*Objective:* Ensuring the renewal of the forest for life improvement

<b>Opportunities</b>	<b>Actions</b>	<b>Who is responsible?</b>	<b>When?</b>	<b>Follow-up</b>
Meetings with farmers to tell them about the law and to learn about their interest in the forest.	Organize meetings at different levels	DFA	July-August	DFA
Determine the borders in the forest between the villages	Organization of the work group for borders	Kryeplak	August	APFDP (VM)
Learn the opinions of the villagers about the administration of the forest as common or divided	Organization of the referendum	Kryeplak	August	APFDP (VM)
Training and organization of the group for management of the forest	Organization of the training	DFA	August	APFDP
Prepare the management plan	Working in the field	Management group	August	APFDP (VM)
Approval	Documentation prepared	Kryeplak, DFA	September	APFDP (VM)

### **Agrotourism (Tushemisht, Pogradec)**

*Objective:* Further development of agrotourism

*Actions:* Gather the women=s group prepared for agrotourism in Tushemisht. Recognize their work and discuss the need to have the forest as a part of agrotourism. It is necessary to increase public awareness of this problem and to plant trees in the forest, especially Douglas fir.

### **Reforestation (Lezhë)**

*Problem:* The forest is degraded and continues to be degraded

*Objective:* Regeneration of the forest

<b>Possibilities</b>	<b>Actions</b>	<b>Who?</b>	<b>When?</b>	<b>Follow-up</b>
Acknowledgment of legislation enabling protection of pastures from animals	Organize data by a committee Complete plan for utilization and improvement of pasture	<i>Komuna Krytar</i>	June 24 July 1-5 Sept. 30	Head of main group and heads of small groups

### Association Formation

*Problem:* To increase cooperation between farmers as well as cooperation between farmers and associations.

*Objective:* To increase the number of association members, increase their incomes and their material goods

Opportunities	Actions	Who?	When?	Follow-up
Raise awareness of the benefits of being in an association	Booklet Meetings Present the result of their work	Persons responsible for each activity Secretaries of associations	-----	After a few weeks
Group meeting	To divide breeding sheep	Group	1-15 July	By the group

### Credit for Projects in the Community

*Problem:* Scarce financial resources for community activities

*Objective:* Getting credit for establishing a bakery or buying animals

Opportunities	Actions	Who?	When?	Follow-up
Existence of Albanian Development Fund and other banking institutions	Community must study cases and present them to the appropriate organizations	Members of the community  Leaders of the community	When the problem is recognized	Leaders of the community

### Workshop Evaluation by Participants

Anila Vendresha handed out workshop evaluation forms to the participants, explained the questions, reviewed the topics covered in the workshop and asked participants to complete the forms.

Anila Vendresha thanked the participants for their enthusiastic and hard work and closed the workshop.

### Workshop Participants

#### *From the Districts*

AGUSTINI, Dila, Nurse for Krajn and Fishte  
BARDNI, Dhimiter, Pogradec, Tushemisht, willow grower  
FIERZA, Gjoni, Lezhë, DFA  
GJIKA, Leonat, Pogradec, Kadmi and Harmonia (NGO)  
GJERGJII, Rexhina Prenji, Troshan Livestock Group  
HILA, Flesh, Lezhë, Kallmet, Krytar  
KOLA, Albina Peter, Troshan Livestock Group  
KOLA, Shuke, Vice Director, Troshan School  
KOLECA, Ndue, Blinishti Kommuna  
LAZRI, Gjon, Troshan, Veterinarian  
PALI, Luvije, Troshan Nurse

SKURTI, Vasili Dagj, Shkoder, Willow grower  
TRASHA, Pjeter, Lezhë, Nursery

*From Tirana*

ALIKY, Mimosa, Land O= Lakes Project

AUCKOLLI, Rexhina, IFDC Project

DIBRA, Lejla, Albanian Rural Development Fund

GANIU, Anila, APFDP, Small. Business Specialist

LAKO, Thimaq, APFDP, Field Technical Coordinator

LUBANI, Ermira, REC (Regional and Environmental Center for Central and Eastern Europe)

METANI, Viktori, Rural Women and the Law (NGO)

MUHARREMI, Vezir, APFDP, Forest Transfer/Policy Specialist

OHRI, Shpresa, APFDP, Community Development Specialist

PRIFTI, Zhaneta, DGFP

YLLI, Valbona, APFDP, Extension and Training Coordinator

## Training Needs Assessment

Please answer the following questions to help APFDP design the training activities to meet your needs and expectations as well as those of other participants.

Name \_\_\_\_\_

Organization \_\_\_\_\_

Job Title \_\_\_\_\_

Work Responsibilities at the community level

What skills and knowledge do you want to gain from the training workshop?

1.

2.

3.

How will you use those skills in your work?

Previous training in gender issues and community organization?

Date	Organization Providing Training	Skills learned



## **Workshop Agenda**

### **Organizing Communities for Managing Forests and Pastures 22 June 1998**

8:30-8:50	Introduction of workshop trainers and objectives by workshop facilitator
8:50-9:10	Icebreaker activity: the Treasure chest@
9:10-9:25	Introductory remarks by the Director of APFDP
9:25-9:40	Preliminary findings from the survey on gender, forest and pasture
9:40-10:15	Comments and sharing of experience by participants on study topics
10:15-10:30	Coffee break
10:30-12:10	Involvement of Women in Community Activities - Small Group Activity
10:30-10:50	Explanation of activity by facilitator
10:50-11:40	Small group work
11:40-12:10	Plenary session: reports on small group conclusions
12:10-12:25	Coffee break
12:25-1:05	Sharing experiences on successes in involving women in community activities
1:05-2:00	The role and skills of leaders in community organization - Small groups
2:00-2:15	Coffee Break
2:15-2:45	Plenary group reports on group conclusions
2:45-3:05	Summary and short lecture by facilitator on roles and skills of leaders in community organization.
3:05-3:15	Participants= summary of most important points learned during the day

### **23 June 1998**

8:30-8:40	Summary of previous day and activities of by workshop facilitator
8:40-9:00	Small group activity on leadership
9:00-10:00	Small group case study activity on resolving conflict
10:00-10:30	Plenary reports on small group conclusions
10:30-10:45	Coffee break
10:45-11:00	Trainer presentation on SWOT analysis
11:00-12:30	Small group SWOT analysis by region
12:30-12:45	Trainer presentation on community planning
12:45-1:00	Coffee break
1:00-2:00	Individual action planning
2:00-2:30	Summary of the seminar, trainer feedback to participants, and discussion
2:30-3:00	Training evaluation
5:00	Reception for participants

## Guidelines for Rapporteurs

1. Summarize all the main points made in introductions and presentations by the facilitator and APFDP Director. Donika will provide a summary of her presentation.
2. Summarize in as much detail as possible all discussions and comments made by participants. To the extent possible indicate who made specific comments (eg. Land O Lakes representative, Vet from Shengjergji, Nurse from Troshan, etc.). While it is not practical to take down every word that participants say, try to get all the ideas presented, even if they do not make sense to you. Your detailed notes will give a more in depth account than the brief bulleted words that will be listed on flip charts.
3. Summarize in as much detail as possible the small group representatives reports in plenary sessions. Your notes should give much more detail than the bulleted flip charts that the representatives use to give their presentation.
4. Summarize key issues, debates and group dynamics during the small group sessions that you facilitate. For group dynamics, note if one person tried to dominate the discussion or if men did most of the talking. If there were major disagreements, note which people (gender/region/job) held which positions. The aim is to capture ideas or disagreements that were not presented by the representative. Ask the other group leaders to do the same and give you their summaries to include in your write-up of the workshop.
5. Type up your notes the same day that you take them (from 3-4:30) so they are fresh in your mind in case you have trouble interpreting your writing.

## Participant Evaluations of Workshop

*1. Do you think that this workshop transmitted the information clearly. Make your comments on its content.*

### *Positive feedback*

The workshop was understandable, concrete and it is possible to be put into practice.

- \$ Training was at a good level and it was developed with competence by the trainers.
- \$ The content was rich.
- \$ The aim of the workshop was accomplished.
- \$ The information and knowledge were transmitted in a pleasant way.
- \$ The content was complete and according to the topics.
- \$ The various case studies made all the participants discuss in order to give possible solutions. The exchange of opinions between people who deal with the same problems was interesting.
- \$ The trainer and facilitators transmitted the information clearly.
- \$ Speaking all the time in the Albanian language was very helpful for us and made the workshop better attended.
- \$ This workshop is of great value for us to learn about the organization of the work of the community.
- \$ The workshop gave a lot of information about the importance of the community and acting as a community.
- \$ We learned a lot about organization and effective running of activities in the community.
- \$ The workshop was very interesting. The most interesting topic was: what's the community?
- \$ We learned how to make an analysis of the situation for real problems in the community and how to compile a work plan to solve problems in the community.

### *Suggestions*

- \$ Knowledge transfer was not complete on the first day. It was better on the second day.
- \$ The workshop should have been longer in time in order to avoid being bored and tired.
- \$ Maybe it would be better to deal with more real (concrete) cases. However, it was clear.

The workshop transmitted a lot of information but program covered a lot of problems to be discussed in a short time.

*2. What were the three main things you learned from this workshop?*

Analysis of the situation (2):

- \$ Analyzing problems, how to solve practical problems; knowing and estimating different problems of the community.
- \$ How to compile a work plan (4); how to compile a plan to solve problems
- \$ Possible approaches and activities to include women.
- \$ The role of women in the community.
- \$ What a community is (2); basic concepts of community; community and its importance.
- \$ How to organize the community (3), the principle of involving everyone in community activities; how to keep the community active.
- \$ Working in groups; cooperation in groups; to accept work in groups.

- \$ Collaboration in the community.
- \$ The role of the community leader (2) how to choose the proper person as a leader.

3. *What do you think about the method used during the two days of the workshop. Were they suitable?*

*Positive Feedback*

- \$ We thank the staff for the methods used in these two days.
- \$ It was concrete.
- \$ Simple and suitable.
- \$ It was suitable because there was enough Aspace@ for discussion and replies with thoughts.
- \$ Yes it was suitable. We thank Ms. Anila for her explanations.
- \$ It was understandable and comprehensive.
- \$ It was effective.
- \$ It was efficient.
- \$ More or less.

*Suggestions*

- \$ I think some written material for private use would be helpful.

4. *Did you have opportunities to express your opinions?*

*Positive Feedback*

- \$ Yes, in groups as well as in open debate.
- \$ Yes, we had possibilities, at every moment, especially during discussions in groups.
- \$ Surely, completely.

5. *What did you think of the atmosphere and working conditions?*

*Positive Feedback*

- \$ Good.
- \$ The atmosphere encouraged participants and gave them pleasure.
- \$ Comfortable.
- \$ Atmosphere was enthusiastic; we enjoyed ourselves and exchanged experiences with each other.
- \$ Very good.
- \$ Good atmosphere and working conditions.
- \$ Interesting atmosphere.
- \$ Pleasant, especially the teaching style of Anila.
- \$ Normal, sufficient.

*Suggestions*

- \$ Relatively good, more space was needed.
- \$ Working conditions should be improved.
- \$ Atmosphere was friendly but the working conditions left a lot to be desired.
- \$ The atmosphere was good but the working conditions were not favorable.

6. *What do you think of the staff who organized the workshop (trainer and facilitators)?*

*Positive Feedback*

- \$ Well-prepared
- \$ At a good level.
- \$ Excellent
- \$ Sympathetic
- \$ Competent
- \$ Good work of trainers and facilitators; The objectives of the workshop were attained because of the good work done by the trainer and facilitators.
- \$ They carried out the work successfully.
- \$ I appreciate them for the work accomplished and for their willingness to teach us more.
- \$ Communicative staff, comprehensive facilitators as well as the trainer.
- \$ Correct and skillful staff; They were very comprehensive and precise
- \$ They were accurate, communicative and very friendly.
- \$ All of them helped us; we thank especially Shpresa and Valbona for being close to our group.
- \$ Good ways of presenting ideas of the workshop, to the others.
- \$ Very helpful to us, to make us understand the problems discussed.
- \$ All were helpful and explained well.

*Suggestion*

- \$ They should have done more to be accurate and concise in giving ideas (to be able to explain them to the others).

7. *Do you think there are improvements that should be made in the future?*

- \$ The participants must be presented with written materials before the workshop to know more about the training (2).
- \$ Work conditions must be improved (3).
- \$ Better preparation of the trainer.
- \$ The method of organization must be improved.
- \$ It must be clarified at the beginning, the basic concepts that are going to be treated later.
- \$ It must be arranged better and better collaboration between different organizations.
- \$ More effective work in groups.
- \$ The time for discussion of practical problems must be longer.
- \$ Greater participation of the persons interested in the problems treated.
- \$ Not using foreign words.
- \$ A greater number of participants who deal with livestock.
- \$ Discussions about problems and improvement of the food base (composition) of the livestock.
- \$ Discussion of topics such as breeding of animals.
- \$ Other possibilities for training.
- \$ Organize such workshops for experience exchange between different regions and communities.

8. *What are some of the difficulties in your communities that will prevent you from putting into practice the things that you learned in the workshop?*

- \$ Lack of funds.
- \$ Busy and occupied time of women in their daily work.
- \$ Existence of *Kanun* in the northern regions of Albania makes it difficult for women to play their role in Albanian rural society.
- \$ The old mentality still exists in the Northern Regions where the woman carries the heaviest burden in the economy but the man is responsible for the economy.
- \$ There are only negligible difficulties.
- \$ There are difficulties in wood protection and its renewal; difficulty to defend the protected land.
- \$ Mentality of the community.
- \$ Difficulties in making men and women discuss certain problems together.
- \$ Lack of organization.
- \$ I think there is a lot to do to make things pass from paper to practice.

9. *Would you advise other members of your community to attend these trainings?*

- \$ Yes, of course, it is very useful.
- \$ Yes, especially for the *Kryeplak*.
- \$ Yes, O.J.Q of the women.

10. *Do you have anything else to add?*

- \$ Such workshops and trainings must be organized regularly (on an ongoing basis).
- \$ It would be better for the different working groups, acting in communities, to coordinate their activity in order to have greater influence in solving problems.
- \$ Presenting a real example of how a community acts (community organization) would be useful.
- \$ Much more testings in rural life accompanied with possible suggestions for how to include women in different activities in the community.
- \$ Different organizations must be better connected (coordinated) in their in their activities.
- \$ We think these organizations must collaborate with each other in order to help us in different other directions.
- \$ The workshop had to be simpler in order to be comprehensible to the common people.
- \$ It would be better if lunch was foreseen; not only did we feed very hungry but also because it would help establish a more collaborative atmosphere between us.
- \$ Refreshments have to be really refreshing, not just the same biscuits.
- \$ All the participants must be provided per diem.

## ANNEX D

---

### Resource Materials Provided for DeMeTra NGO

*Options for Educators: Alternative Participatory Strategies.* Lyra Srinivasan. PACT/CDS New York, NY 1992.

Participatory Strategies and Tools from *A Manual for Socioeconomic and Gender Analysis*. Barbara Thomas-Slayter et. al. Clark University and Virginia Polytechnic Institute. 1995. (Equitable and Sustainable Development, Facilitation, Leadership, Consensus-building, Conflict Management, Gender Analysis Matrix, Force Field Analysis, Role Play)

Module IV: AASARAR Methodology, @ from *Participatory Tools and Techniques* Compiled by Jennifer Rieetbergen-McCracken and Deepa Narayan, Environment Department, The World Bank. 1997.

*User Groups as Producers in Participatory Afforestation Strategies*, Michael Cernea, World Bank, 1989.

## ANNEX E

---

### Bibliography

Albania Private Forestry Development Project, ASilvo-Pastoral Management,@ draft document, nd.

\_\_\_\_\_, AStudy on Private Nurseries and Comparison of Results,@ nd.

\_\_\_\_\_, ASeminar Results, Seminar on AParticipatory Rural Appraisal Survey@ on Refused Land Areas,@ September 4, 1996.

\_\_\_\_\_, AStudy on the Management of State Forests in Albania by Komuna/Farmers,@ November 1996.

\_\_\_\_\_, ASecond Annual Report: October 1, 1996-Sept. 30, 1997,@ October 30, 1997.

\_\_\_\_\_, ASecond Annual Work Plan: January 1- December 31, 1998,@ January 1998.

\_\_\_\_\_, ASilvio-Pastoral Management systems in Shengjergj Village, Tirana District,@ March 1998.

\_\_\_\_\_, AReport on the Outcomes of the Roundtable on: Private Forest Related issues and Necessary Actions for Their Resolution,@ May 1998.

\_\_\_\_\_, ASurvey About Nursery Activities in Albania,@ 1998.

Bant, Astrid A., AContinuity and Change: Women, Work and Decision making in North East Albania,@ Report prepared for the Albania Office of the Netherlands Development Organization (SNV), the Hague, June 1995.

Bentvelsen, Ms. CLM, AAlbania Irrigation Rehabilitation Project: Women in Development Component Formulation Report, Prepared for the Republic of Albania Ministry of Agriculture and Food, and the World Bank by Femconsult, the Hague, February 1996.

Brigatti, P. Carrara, AWomen and Agricultural Engineering in the Coastal Plain of Albania,@ Report prepared for FAO (GCP/ALB/003/ITA), October 1995.

Canadian International Development Agency (CIDA), *Guide to Gender Sensitive Indicators*, 1996a.

\_\_\_\_\_, *The Why and the How of Gender Sensitive Indicators*. 1996b.

Cernea, Michael, AUser-Groups as Producers in Participatory Afforestation Strategies,@ *World Bank Discussion Paper 70*, Washington D.C., 1989.

Chambers, Robert, AShortcut and Participatory Methods for Gaining Social Information for



Projects,@ in *Putting People First: Sociological Variables in Rural Development*, edited by Michael Cernea, Oxford University Press, pp.515-537, 1985.

Chang, Claudia, AGreek Sheep, Albanian Shepherds: Hidden Economies in the European Community,@ in Kardulias and Shutes, pp.123-139, 1997.

Clark, Mari H., AHumanizing the Development Paradigm,@ *Studies in Third World Societies* 44:13-26, 1991.

\_\_\_\_\_, Gender Issues in Microenterprise Assistance,@ *Studies in Third World Societies* 44:109-134, 1991.

\_\_\_\_\_, ATrip Report: Albania, May 4-8, 1992,@ prepared for the Office of Women in Development, USAID, Washington D.C.

\_\_\_\_\_, AWild Herbs in the Marketplace: Gathering in Response to Market Demand,@ in Kardulias and Shutes, pp.215-235, 1997.

Clark University, Program for International Development and National Environment Secretariat, Ministry of Environment and Natural Resources, Nairobi, Kenya, AAn Introduction to Participatory Rural Appraisal for Rural Resources Management, A 1989.

Corrin, Dr. Chris, AGender Issues and Women=s Organizations in Albania,@ report prepared for OXFAM Albania Office, August 24-September 2, 1992.

Davis-Case, D=Arcy, AParticipatory Assessment, Monitoring and Evaluation: Exploring Ways to Incorporate Gender and Environment in Community Forestry,@ in *Gender and Environment: Lessons from Social Forestry and Natural Resource Management, a Sourcebook*, edited by Sarah T. Warren, published by the Aga Khan Foundation Canada in Cooperation with Winrock International Institute for Agricultural Development, Yale School of Forestry and Environmental Studies, Faculty of Environmental Studies, York University, pp. 29-33, 1992.

Del Re, Emmanuela and Franz Gustincich, *Bread, Salt and Heart: The Kanun of Lek Dukagjini Among the People of the Albanian Mountains*, Argo, Lecce Italy, 1993.

De Me Tra, ARole of Women in Management of Natural resources in Tirana, Durres and Kruya Districts,@ Report Prepared for the Albanian Private Forestry Development Project, November 1997.

Dudwick, Nora, AAlbania Poverty Assessment, Part I: an Ethnographic Study of Rural Migrants in Peri-urban Tirana and Shkodra@ Draft World Bank Mission report, March 22, 1966.

Durham, Elizabeth, *High Albania*, Edward Arnold, 1909, reprinted by Beacon Press 1987.

FAO, AA *Field Guide for Project Design and Implementation Women in Community Forestry*,@ Rome, 1989.

\_\_\_\_\_, *SEAGA (Social and Economic Gender Analysis) Field Handbook* Draft, 1997.

\_\_\_\_\_, *Women's Participation in National Forest Programs*, Rome, 1997

FAO, Regional Office for Europe, *Basic Facts on Rural Women in Albania: Country Profile 1993*" Rome 1995.

F/IC, *How to Build a Network*,@ *Global Woman*, Washington D.C., nd.

Gani, Anila, *Survey on Non-timber Forest Products*,@ report prepared for the Albania Private Forestry Development Project, Tirana, August-October 1997.

\_\_\_\_\_, *Willow Production as an Agricultural Activity*,@ report prepared for the Albania Private Forestry Development Project 1997.

Gianotten, Vera, Verona Groverman, Edith van Walsum, Lida Zuidberg, *Assessing Gender Impact of Development Projects*, Royal Tropic Institute, the Netherlands, ETC International BV, the Netherlands, Intermediate technology Publication, UK, 1994.

Gianotten, Vera and Winifred Rijssen (eds), *Peasant Demands: Manual for Participatory Analysis*, Ministry of Foreign Affairs, the Hague, 1995.

GTZ (Deutsche Gesellschaft für Technische Zusammenarbeit), *Study on the Present Situation of Women in Selected Areas of Albania, German-Albanian Technical Cooperation*, Prepared by GFA (Agroindustry und Technik Consulting GmbH, Frankfurt, May 1998.

Hoeksema, Jan, *Women and Social Forestry: How women can play an active role in programming and implementing forestry projects*,@ *BOS Document 10*, Amsterdam, 1989.

Joeckes, Susan, Cathy Green and Melissa Leach, *Integrating Gender into Environmental Research and Policy*,@ *Institute for Development Studies Working Paper 27*, 1996.

Kardulias, P. Nick and Mark T. Shutes, *Aegean Strategies: Studies of Culture and Environment on the European Fringe*, Rowman and Littlefield, New York, 1997.

Kendall, Carl, *The Role of Formal Qualitative Research in Negotiating Community Acceptance*,@ *Human Organization* 57(2):217-221.

Koster, Harold, *Yours, Mine, and Ours: Public and Private Pasture in Greece*,@ in Kardulias and Shutes 1997, pp.141-186, 1997.

Krahl, Lane, Gary Naughton, Dan Wagner, Arben Pustina, *Mid-Term Evaluation Report*,@ prepared for the Albanian Private Forestry Development Project, January 1998.

Kumar, Krishna, *Conducting Group Interviews in Developing Countries*,@ *A.I.D. Program Design and Evaluation Methodology Report no. 8*, U.S. Agency for International Development, April 1987.

Lastarria-Cornheil and Mari H. Clark, *Family Structure, Inheritance and Fragmentation*@ in *Macedonia: A Case Study of Macedonian and Albanian Families*, Report Prepared for Land Tenure Center, University of Wisconsin, 1996.

McCay, Bonnie and Svein Jentoft, AMarket or Community Failure, Perspectives on Common Property Research,@ *Human Organization* 57(1): 21-29.

McNetting, Robert, ASmallholders, Households, Freeholders: Why the Family Farm Works Well Worldwide,@ in *The Household Economy*, Richard R. Wilk (ed.) pp. 221-244, 1989.

Miles, Mathew, and A. Michael Huberman, *Qualitative Data Analysis*, Sage Publications, Thousand Oaks, 1994.

Muharremi, Vezir, AConsiderations on Forest and Pasture Restitution to Ex-Owners in Albania,@ report prepared for the Albanian Private Forestry Development Project, December 1997.

Narazea, Virginia, Robert Rhoades, Erla Bontoyan, Gabriela Flora, ADefining Indicators Which Make Sense to Local People: Intra-Cultural Variation in Perceptions of Natural Resources,@ *Human Organization* 57(2):159-170.

Narayan, Deepa, AParticipatory Evaluation,@ *World Bank Technical Paper No. 207*, Washington D.C., 1993.

ORT/USAID, *Albania=s Road to Democracy*, Washington D.C. and Tirana, 1998.

Quendra, Kristo, ATraditions for Community Management of State Forests,@ report prepared for the Albanian Private Forestry Project, October 1996.

Republic of Albania, Ministry of Food and Agriculture National Extension Project, ADraft Report on Findings and Recommendations of the Gender Strategy Mission,@ April 1998.

Rietbergen-McCracken and Deepa Narayan, *Participatory Tools and Techniques: a Resource Kit for Participation and Social Assessment*, Social Policy and Resettlement Division, the Environment Department, The World Bank, Washington D.C., 1997.

Skender Consult Ltd., AWomen Involvement in the Albanian Business Environment,@ report prepared for GTZ project Assistance to SME, Tirana, September 1996.

Saussier, Jeff, APFDP Training Workshop Report on Participatory Rural Appraisal: (Phase 3) Analysis of Field Study, (Jeff) May 1996.

\_\_\_\_\_, ADraft Proposal, APFDP Participatory Refused land Survey Plan for Compiling, Presenting and Analyzing Data, @ August 1996.

\_\_\_\_\_, ASummary Trip Report, APFDP Participatory Refused Land Survey and Training of Emerging Albanian NGOs in Participatory Rural Appraisal,@ August-September 1996.

\_\_\_\_\_, ADraft APFDP STTA Final Report: Community Forest Transfer,@ March 1998.

\_\_\_\_\_, ADraft Instructions for Using Cadastral Maps and Plastic Overlays for Collecting Information for Community Forest Transfer,@ 1998.

Schwandner-Sievers, Stephanie, AKinship, Family, and Regional Differentiation in Albania, Presentation at technical consultation on Social Inclusion and Poverty Reduction, The World Bank, April 27, 1998.

Srinivasan, Lyra, A*Options for Educators: A Monograph for Decision Makers on Alternative Participation Strategies*, PACT/CDS, New York, 1992.

Thomas-Slayter, Barbara, et al., A *Manual for Socioeconomic and Gender Analysis: Responding to the Development Challenge*, Clark University and Virginia Polytechnic Institute and State University, for the Office of Women in Development, USAID, 1995.

UNDP, Tirana and the Republic of Albania, *Human Development Report Albania 1995*, Tirana 1996.

\_\_\_\_\_, *Human Development Report 1996*, Tirana, 1997.

UNICEF Albania, *Women and Children of Albania A Situational Analysis 1995*, Tirana, 1996

USAID Albania, AUSAID Activities Supporting Women in Albania,@ Tirana 1995.

\_\_\_\_\_, AAlbanian NGO Index,@ Tirana 1998.

USAID, ABuilding Participatory Programs on Local Culture,@*The Participation Forum*,@ 6 Washington ,March 17, 1994.

U.S. Peace Corps, ACommunity Analysis and Organization,@ *Technical Health Training Manual*, Module 3, 1984.

Valadez, Joseph and Michael Bamberger, *Monitoring and Evaluating Social Programs in Developing Countries: A Handbook for Policymakers, Managers and Researchers*. The World Bank, EDI Development Studies, Washington D.C., 1994.

Vogelzang, Lambertus, A Rural Extension Course Training Manual,@ prepared for the Republic of Albania, National Extension Project, Ministry of Agriculture and Food, Ministry of Education and Agricultural University of Tirana, May 1998.

\_\_\_\_\_, ARAAKS: Rapid Appraisal of Agricultural Knowledge Systems: Training Manual,@ prepared for the Republic of Albania, National Extension Project, Ministry of Agriculture and Food, Directorate of Science and Extension, June 1998.

Whitaker, Ian, AFamilial Roles in the Extended Patrilineal Kin Group in Northern Albania,@ *in Mediterranean Family Structures*, pp. 195-203. John Peristiany ed., Cambridge University Press, New York, 1976.

\_\_\_\_\_, AA Sack for Carrying Things: The Traditional Role of Women in Albanian Society, *Anthropological Quarterly* 54, 1981.

Women=s Center, SNV, ABusiness Women in Albania: Report of the Survey Among Business Women,@ Tirana, 1998.

The World Bank Environment Department, @Designing Community Based Development, @  
*Dissemination Notes: Toward Environmentally and Socially Sustainable Development*, No. 17,  
June 1995.

\_\_\_\_\_, AParticipation in Forest and Conservation Management, @*Dissemination Notes: Toward  
Environmentally and Socially Sustainable Development*, No. 23, June 1995.

\_\_\_\_\_, AParticipation in Agricultural Extension, @ *Dissemination Notes: Toward Environmentally  
and Socially Sustainable Development*, No. 24, June 1995.

\_\_\_\_\_, *World Bank Participation Sourcebook*. Washington D.C., June 1995.

\_\_\_\_\_, AGender Issues in Participation, @ *Dissemination Notes: Toward Environmentally and  
Socially Sustainable Development*, No. 25, June 1995.

The World Bank, Social Development, Family and Learning and Leadership Center,  
ASocial Inclusion and Poverty Reduction: A technical Consultation on Albania and Armenia, @  
April 27, 1998.

Ylli, Valbona, Dylbere Saraci and Tatjana Dishnica, AAlbania - Social Economic Study of Rural  
Women, @ report prepared for the Republic of Albania, Ministry of Agriculture and Food,  
November 1995.

Young, Antonia, ASworn Virgins@: Cases of Socially Accepted Gender Change. *The Anthropology  
of East Europe Review* 16 (1):41-49.